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ABSTRACT

The primary purpose of this guide is to offer support to those in British local education authorities (LEAs) and in institutions who have responsibilities for the planning, management, and implementation of staff development. The structure of the guide is based on a framework within which staff development planning may take place. After introducing this framework, the guide considers in turn five interrelated elements that comprise the detailed staff development planning process: (1) the management of staff development; (2) the identification and analysis of needs; (3) program design; (4) implementation; and (5) monitoring and evaluation. The final part of the guide provides practical assistance in identifying staff development responsibilities and management tasks. Sample forms are included. (KC)

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PLANNING STAFF DEVELOPMENT

A Guide for Managers

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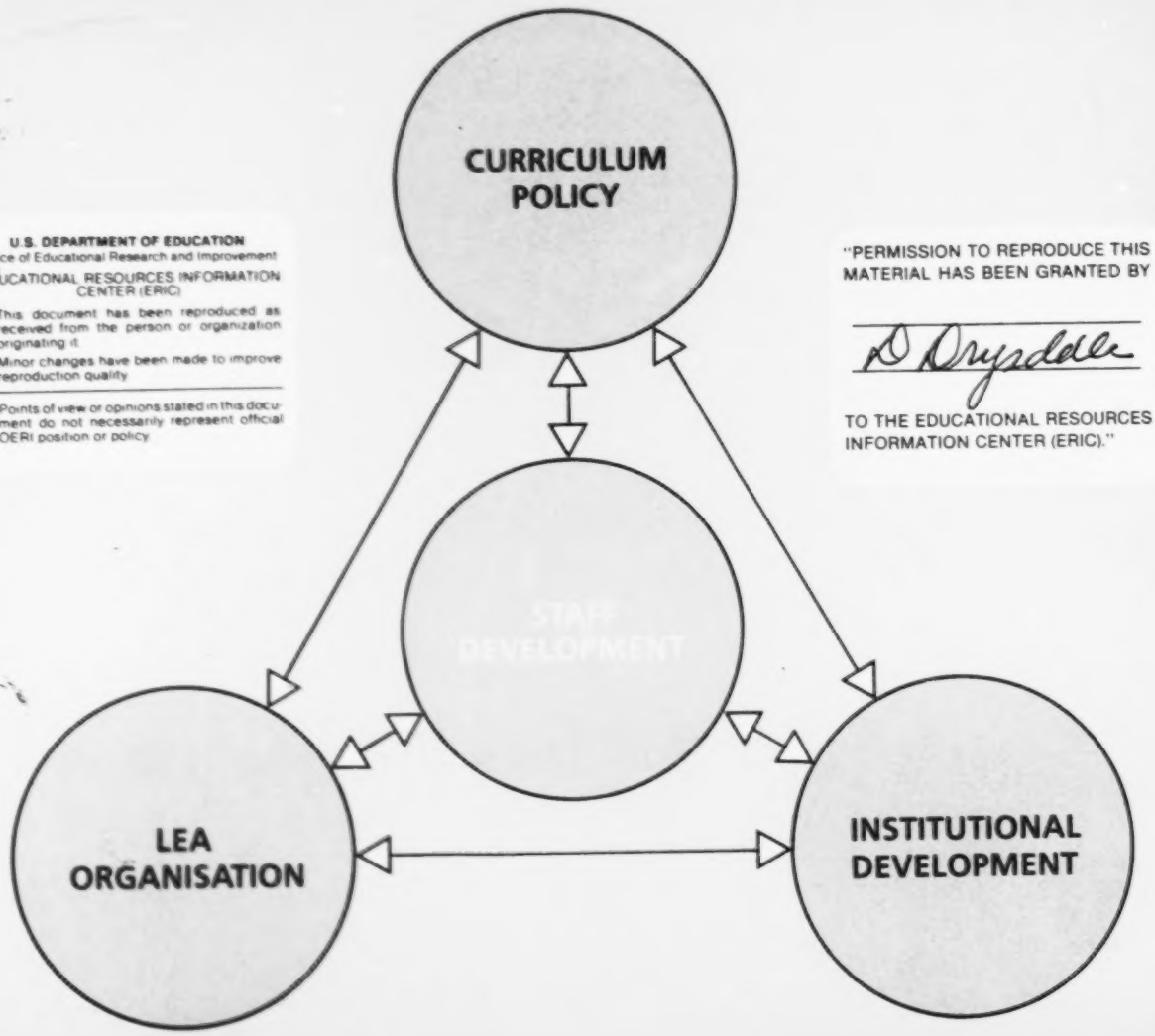

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FOREWORD

☐ The issue of DES Circular 6/86, and its successor, 9/87, initiating the new grant arrangements for staff development/INSET, whether or not welcome, will nevertheless be recognised as a landmark in the history of educational support. It requires LEAs to determine priorities, produce plans, implement and evaluate programmes of in-service training to an extent to which few, if any, authorities had previously carried out such exercises.

☐ The FEU, whilst recognising that this would be an additional burden on LEAs, welcomed the Circular with its inclusion of further education staff. An internally managed project was set up and funded by the FEU to assist LEAs in their endeavours. Conferences, seminars and bulletins have so far been the outcomes of this project, and this guidance document is another contribution. Although its context and examples are those of further education, and its primary target is LEA FE officers and advisers, we hope that it will be of some assistance to all staff responsible in some way for the training of other staff employed by LEAs.

☐ The development of policies and priorities, and the planning and provision of programmes of staff in-service development activities on a scale probably not attempted before, must pose for LEAs management problems of a new order. This document seeks to identify and analyse responsibilities, roles and tasks associated with the management of INSET. In doing this, the document also suggests frameworks, principles and techniques which might assist in the carrying out of those responsibilities, roles and tasks.

☐ It locates staff development policy in a contextual framework of other LEA policies (curricular and personnel), organisational and institutional development. It suggests some basic principles of staff development policy, programmes, evaluation and appraisal. It identifies key management tasks; it suggests techniques of analysis, assessment and evaluation; and it suggests ways in which managers at all levels might identify their individual responsibilities and tasks.

☐ The guide does this by developing and analysing a framework based on four key elements of staff development: needs analysis, programme design, implementation and evaluation. Managers in the field will immediately claim that life is never as tidy as that, but it is hoped that this reality comes through in our use of the model.

☐ It is a guide and not a manual: it mediates the demands and issues associated with the management of INSET; it provides frameworks, principles and some techniques; but it is not a complete DIY tool-kit. The state of the art and priorities for action vary from LEA to LEA, and anyway the DES rules are subject to change each year.

☐ The FEU will, therefore, keep under review the contents of this guide, and we welcome suggestions for its improvement. In the meantime, it remains a document based on good advice and practice. We acknowledge the assistance received from individual LEA officers, particularly from Richard Gorringe (Avon) who provided many initial ideas; we are also indebted to those from colleges and LEAs who considered an earlier draft; and also for the advice received from the FEU/LEA link officer network. Finally, I must personally thank my FEU colleagues Dennis Drysdale, Andy Borthwick, Mike Granger, Peter Reglar and Elizabeth Simpson for labouring long and hard in converting ideas into guidance.

Jack Mansell
CHIEF OFFICER

INTRODUCTION

(i) The primary PURPOSE of this guide is to offer support to those in local education authorities and in institutions who have responsibilities for the planning, management and implementation of staff development/INSET with particular reference to the post-14 age range. This takes into account the new arrangements set out in *DES Circular 6/86: Local Education Authority Training Grants Scheme*, which came into operation in April 1987, and its successor, *Circular 9/87*.

(ii) The FOCUS of the guide is on the management process which, under the new specific grant arrangements, is now an explicit LEA responsibility. It is hoped, therefore, that LEA officers/advisers/inspectors will find much to assist their thinking in undertaking these duties. Those in schools and colleges who are responsible for managing and implementing staff development programmes within their own institutions should also find this guide helpful. They include college principals, headteachers, heads of department, staff development officers and/or professional tutors.

(iii) The STRUCTURE of the guide is based on a framework within which staff development planning may take place. After introducing this framework, the guide considers in turn five interrelated elements which comprise the detailed staff development planning process:

- the management of staff development
- the identification and analysis of needs
- programme design
- implementation
- monitoring and evaluation

(iv) The final part provides practical assistance in identifying staff development responsibilities and management tasks.

PART A

CHAPTER ONE

A PLANNING FRAMEWORK

STAFF DEVELOPMENT IN THE CONTEXT OF CONTINUING PROFESSIONAL DEVELOPMENT

1. Staff development is essentially about improving the efficiency and quality of student learning and should therefore focus on improving or extending the ability of staff to undertake specified roles in relation to the delivery of the curriculum.

2. Initial training is no longer seen as an adequate preparation for a whole teaching career. It is now generally accepted that staff development should be a regular feature throughout, from recruitment and induction, to planned in-service career development, related to curricular developments with which the teacher is concerned. All this involves a wide concept of a teacher's role and duties, and equates to the process of continuing professional development. Throughout this guide, staff development is interpreted within this broader context.

AN LEA RESPONSIBILITY

3. Before the introduction of DES Circular 6/86, LEAs were not generally required to produce detailed and comprehensive staff development plans. Although in some LEAs the management of staff development has been a high priority, and there is much evidence of good practice, this has rarely been planned across the whole education service and, in some cases, has not been complementary to, or integrated with, other formal management processes.

4. Advisory and inspectorial services have been heavily involved in the provision of INSET, but in FE, where until recently there have been few advisers/inspectors, staff development has often been left to individual colleges and institutions. The increase in direct grant arrangements and national initiatives such as TVEI, YTS and CPVE, with their demands for associated/supportive staff development, has begun to encourage LEAs to devise and manage staff development programmes covering both FE and schools, linked to new developments in the curriculum.

POLICY, PLAN AND PROGRAMME

5. If an LEA is to ensure the adequate management of staff development, it must first establish a staff development **policy** at authority level, which should then be reflected in institutional policies. Such a policy should describe, in general terms, overall aims and priorities.

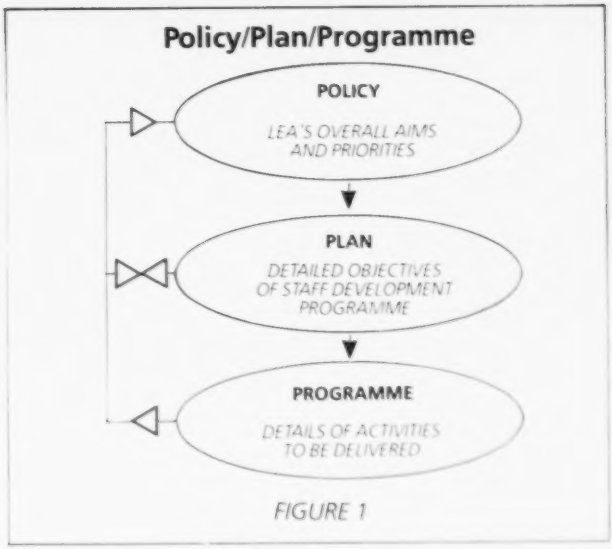


FIGURE 1

6. A staff development **plan** (see Introduction to Part B) can then be derived from this overall policy. It should be informed by the results of needs analyses, and it should translate general policy aims into operational objectives which adequately describe intended outcomes. The plan will in turn be translated into an annual **programme**, which should detail the activities to be undertaken. The relationships between policy, plan and programme are illustrated in *Figure 1*. Feedback from implementing the plan and programme should assist in any review of policy.

7. Managers at all levels should identify and be aware of staff development tasks for which they are responsible within the framework of the overall plan and programme, and take action accordingly. Part C of this guide provides an instrument to assist in this process.

8. The **policy framework** within which staff development planning takes place should principally reflect the educational policy and general strategy of the LEA. Staff development should also be seen by LEAs and their institutions as an essential element of a personnel function.* Staff development should therefore relate to:

- curriculum policy;
- LEA organisation;
- institutional development.

The relationship is represented diagrammatically in *Figure 2* and described below.

* In an FEU discussion document *The Personnel Function in Further and Higher Education* (1987), proposals are made about the essential components of a policy for personnel management. These include a staff development function, linked to the results of various forms of analysis of needs.

Framework for Planning Staff Development

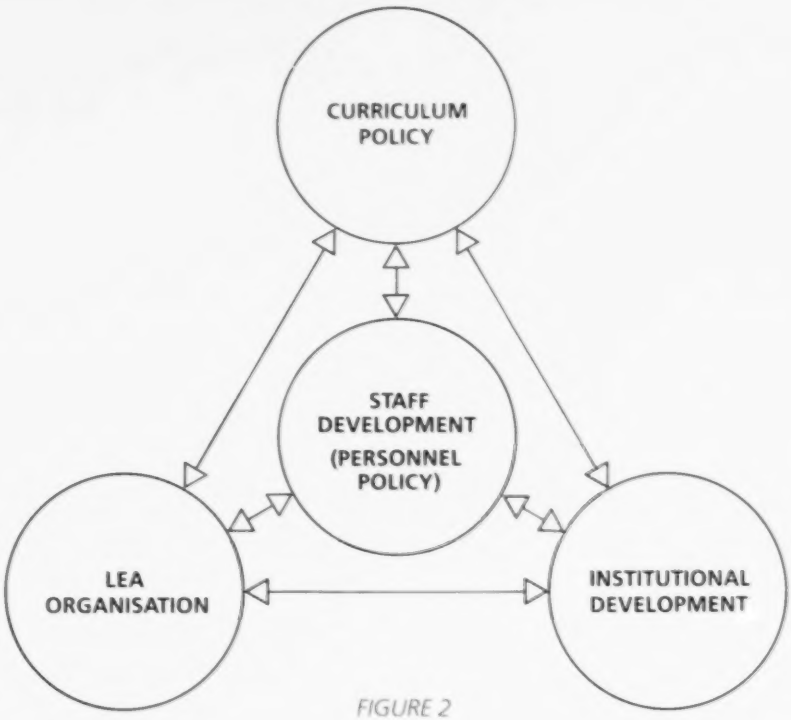


FIGURE 2

CURRICULUM POLICY

9. Many LEAs have a curriculum policy for schools, but far fewer have one for the post-school sector. In FHE and continuing education, curriculum development tends to arise from institutions or LEAs responding to the perceived needs of students, employers or the community at large, or to pressures from central agencies (e.g. MSC, DES, Audit Commission). This responsiveness is not necessarily guided by formal LEA policy.

10. With the need to develop work-related NAFE, however, this situation is changing. On the basis of labour market intelligence, employment needs and other socio-economic indices, LEAs have to keep their practices and provision continuously under review in order to decide how, where and when they will meet educational and training needs. This makes policy formulation difficult, but as patterns of provision are reviewed it is possible to formulate general aims which provide the basis of LEA curriculum policy. If these aims are coherent from 14+ onwards, related staff development objectives can begin to be identified.

LEA ORGANISATION

11. LEAs are increasingly faced with decisions about the form of organisation which best supports the economic delivery of the curriculum objectives they have adopted. There is pressure for rationalisation of the respective roles of schools and FE. The White Paper *Working Together – Education and Training** considered the planning and organisation of education provision, particularly post-16, and suggested that each education authority should carry out a thorough review of its existing provision. The later DES discussion paper and circular *Providing for Quality: Patterns of Organisation to Age 19*** pursues this in more detail and envisages making such review a requirement. The Higher Education White Paper *Meeting the Challenge**** increases further the pressures in this area of decision making.

12. The particular character of educational institutions and the way in which they relate to each other will depend on a number of factors, but, essentially, curriculum policy and objectives should guide organisational decisions. Factors influencing LEA organisation, institutional reviews and the design of staff development programmes include:

(i) geography;
(ii) demography, including falling rolls;
(iii) institutional arrangements for 16-19 education, e.g. sixth forms, sixth form colleges, tertiary colleges, FE colleges, consortia;
(iv) changing curricular demands such as:
- pre-vocational education developments 14-16;
- modernising vocational curricula;

* HMSO 1986
** HMSO 1986
*** HMSO 1987

- YTS provision;
- TVEI;
- special needs;
- adult education, training and retraining, including PICKUP and REPLAN;

(v) resource management;

(vi) effects of new/information technology;

(vii) impact of open learning;

(viii) the authority's role in higher education.

INSTITUTIONAL DEVELOPMENT

13. Enhanced curriculum planning and organisational review have made it necessary for LEAs to become much more closely involved in determining the educational character of their institutions. Decisions about the extent and nature of provision made by the LEA must be translated into firm decisions about institutional development. Institutional review and development* will lead to the identification of associated staff development needs. As the character of an institution changes, its needs analysis mechanisms should also respond to staff needs by identifying demands for new or modified skills and knowledge.

STAFF DEVELOPMENT POLICY

Staff development principles

14. The relationship and interaction between the three essential dimensions set out in *Figure 2* and discussed in paragraphs 9-13 above establish the basis for staff development policy planning. Systematic planning, however, must reflect basic staff development principles such as:

- staff development should be located within the context of a personnel policy;
- staff development should be curriculum-led;
- access and equal opportunity should be ensured;
- guidance and support should be provided before, during and after training;
- plans should provide for progression both within and between component parts of the programme and continuity on a year-to-year basis;
- relevant professional experience should be assessed and accredited, as well as continuing staff development;
- there should be negotiation between participants and providers;
- there should be co-ordination across the service;
- opportunities should be taken for collaboration at local, regional and national levels, in terms of both links with training providers and inter-LEA/regional activities.

These underlying principles are discussed in detail in Chapter 4 but are implicit throughout this document.

Policy formulation

15. The planning exercise will be guided by a policy framework. Staff development policy will need to be established at LEA and institutional level. Each should complement the other and both should be formulated through consultation between interested parties, providers and receivers. Policies will need to be reviewed and updated at regular intervals, in accordance with relevant national or local developments, and should include clear aims from which programme objectives can be derived. These aims and objectives should also be used as a basis for the evaluation and review of staff development programmes (see Chapter 6).

16. **LEA staff development policy** should be reflected and interpreted at institutional level. Policies generated through consultation, negotiation and decision making at various levels within the LEA and its institutions should usually include statements on:

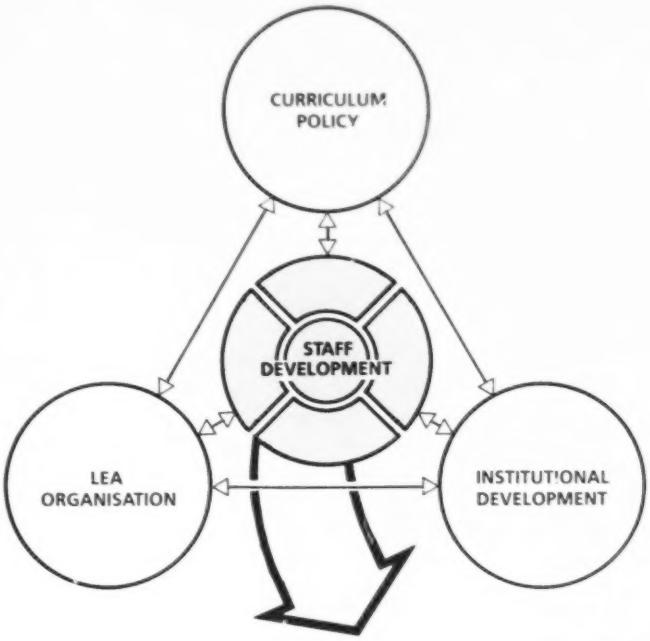
- definition (what staff development is considered to be);
- scope (the range of staff whose development is covered by the policy);
- entitlement (what opportunities staff might reasonably expect);
- aims and priorities (reflecting national, regional and local needs);
- special measures (specific curriculum, organisational or institutional developments undertaken to meet priorities);
- responsibilities (of staff, institutions and LEAs in planning, delivery and participation).

Policy aims

17. Staff development policy aims should provide the parameters within which the management system must operate. Policy aims should reflect the professional needs of the whole LEA service and be consistent with curriculum, organisational and institutional policies. For example, a curriculum policy which demands an increase in robotics, an organisational policy which has a 'no redundancy' rule and an institutional policy of avoiding gender bias will all impinge heavily upon the staff development policy aims as well as the subsequent plan and programme. The management system for staff development (see Chapter 2) has to be able to translate these aims into practice, and will be required to relate staff development plans to other aspects of the planning of provision, such as the NAFE development plan. The staff development policy aims should provide a basis for the development of the more detailed processes associated with the whole cycle beginning with the identification of needs.

* See *Preparing for Change* Longman for FEU, 1986

THE MANAGEMENT OF STAFF DEVELOPMENT



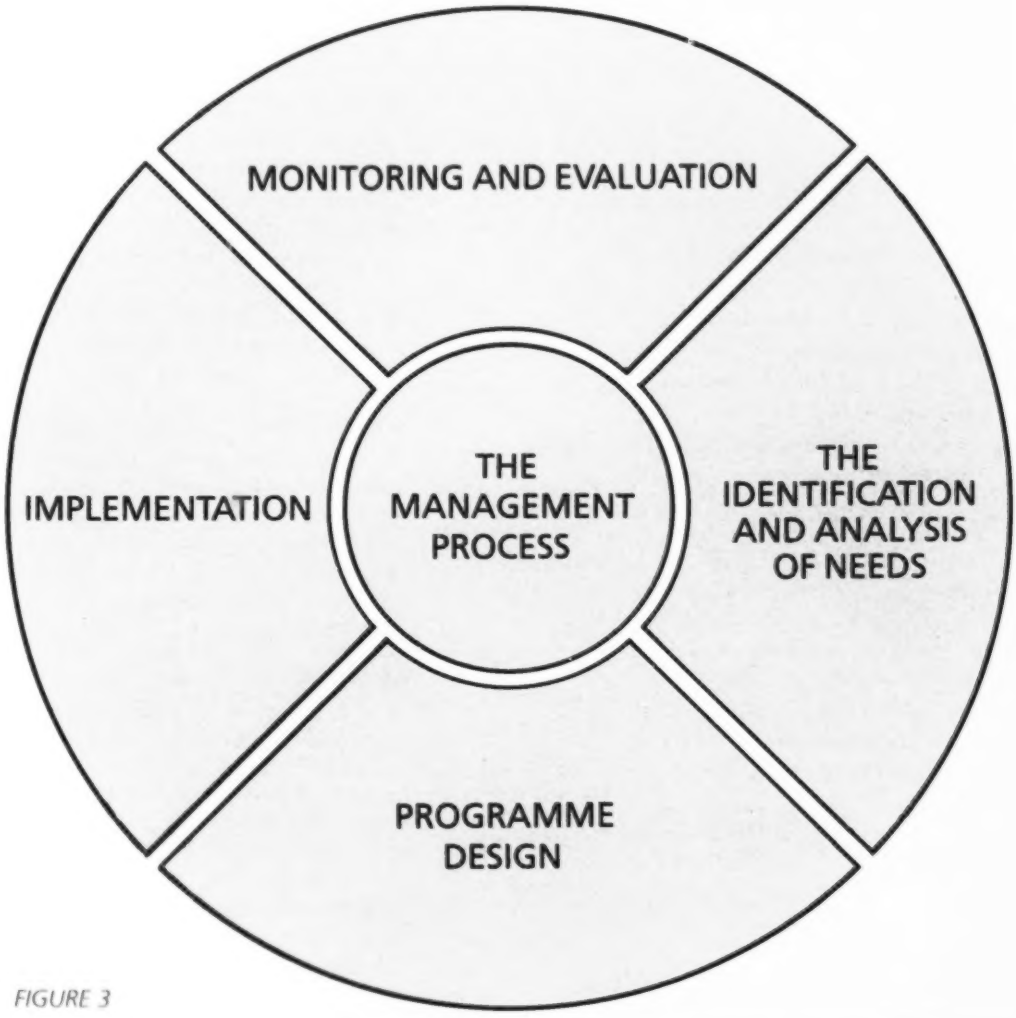


FIGURE 3

PART
B
INTRODUCTION

THE MANAGEMENT OF STAFF DEVELOPMENT

STRUCTURE OF PART B

Each chapter has the same basic structure. First there is an introduction which contains a diagrammatic breakdown of the element under discussion into its essential sub-divisions. These sub-divisions are then dealt with in turn in the order listed in the diagram. The introduction also provides a summary list of management tasks derived from the text of the chapter, with relevant references.

18. *Figure 2* indicates how staff development should reflect, serve and synthesise the essential elements of curriculum policy, LEA organisation and institutional development. *Figure 3* breaks down staff development into four key elements:

- ☐ the identification and analysis of needs;
- ☐ programme design;
- ☐ implementation;
- ☐ monitoring and evaluation.

19. These four elements are shown as a cycle located round the central hub of the management process through which the whole cycle should be co-ordinated and given relevance and coherence.

20. In this section each of the four elements is discussed in turn. Because of its centrality to the whole process, however, the management of staff development is dealt with first.

THE STAFF DEVELOPMENT PLAN

21. The plan will be derived from the policy and should translate general aims into objectives which describe intended outcomes.

22. The plan should therefore:

(i) determine, through **needs identification and analysis,** the development activities to be undertaken, suitably categorised, taking into consideration both local and national priorities, and stating their intended outcomes;

(ii) describe the **design** principles and strategies which will apply to the implementation of the plan;

(iii) describe how the **implementation** of the plan will take place, including the approaches which will be used, details of costings and volumes of training to be undertaken, and staff replacement strategy;

(iv) describe what mechanisms are to be used in the **monitoring and evaluation** of the programme;

(v) describe the **management process** which will underpin the whole exercise.

23. A systematic consideration of Part B of this guide, particularly the management tasks preceding each chapter, should provide a useful guide to the drafting of a plan using the key elements set out in paragraph 18 above as a basic framework.

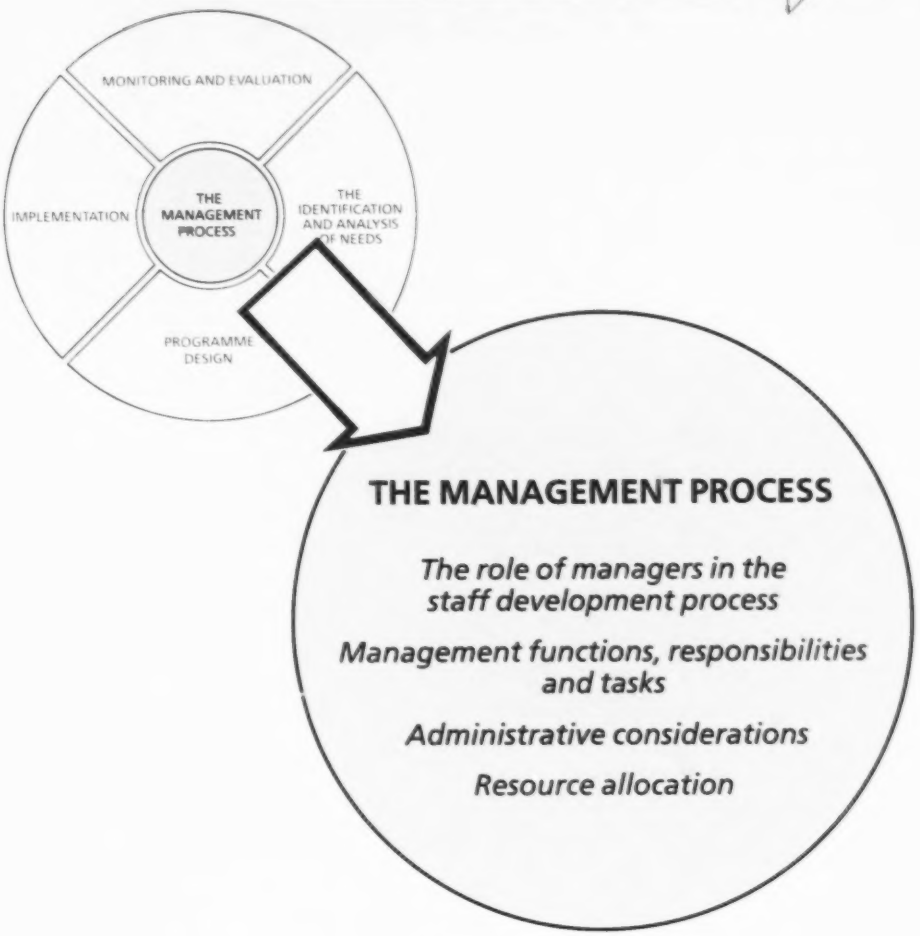


FIGURE 4

Summary of Management Tasks

In the management of staff development, LEAs should:

(i) formulate a staff development policy in terms of definition, scope and entitlement, priorities, special measures and responsibilities (para 24, and Chapter I);

(ii) integrate the management of staff development with the management of the curriculum, of the authority and of its institutions (para 25);

(iii) ensure there are specialist staff development personnel (para 27);

(iv) develop mechanisms for the co-ordination of staff development planning across the authority (paras 28, 29);

(v) identify and delegate staff development management responsibilities and tasks related to functions such as planning, communicating, initiating, maintaining and reviewing (paras 30, 31);

(vi) set up administrative systems and mechanisms that support the efficient and effective implementation of staff development plans and programmes (paras 32-34);

(vii) consider possible collaborative arrangements particularly where they would facilitate cost-effective, high quality staff development provision (paras 35-37);

(viii) systematically analyse the extent to which staff development priorities match the available resources (paras 38-42).

CHAPTER TWO

THE MANAGEMENT PROCESS

THE ROLE OF MANAGERS IN THE STAFF DEVELOPMENT PROCESS

24. The fundamental purpose of management in education is to maintain and improve the quality and efficiency of student learning. The relationship between curriculum, LEA organisation, institutional development and staff development has been set out in Chapter 1. This emphasises the centrality of a staff development policy to the planning process. LEAs will therefore need to ensure that there are effective mechanisms for the formulation of staff development policy at LEA and institutional level.

25. The aims at all levels of management, with both LEAs and their institutions, should be to ensure that management of curriculum, institutions and staff (including staff development) are all part of a single co-ordinated and integrated management concept and process.

26. It is the responsibility of the LEA to ensure the adequate management of staff development; the LEA policy statement should make that clear. It will be the responsibility of managers at all levels to carry out their part of the policy and to contribute to the overall system.

27. There will be a requirement for specialist staff development personnel, who will need sufficient status within management structures to be able to ensure the contribution of staff development to the maintenance and development of the service.

MANAGEMENT FUNCTIONS, RESPONSIBILITIES AND TASKS

Co-ordination at LEA level

28. At LEA level, the function of both officers and advisers/inspectors in the management of staff development must be clear and generally understood. The relationship between the different sections of the education department (schools and FE) and other sections and departments will need to be examined to ensure that functions relating to all the aspects of the staff development plan are covered.

29. Support staff are omitted from the categories of eligible training under the Training Grants Scheme. Evidence suggests that development for support staff remains a neglected area, not least because of differences in funding arrangements and because management responsibility is usually less clearly defined.* In order to take account of the needs of support staff, LEAs will therefore have to consider ways in which the planning and management of support staff development can be integrated with other staff development. Discussions may have to take place with representatives from personnel and other relevant departments of the authority.

The functions of management

30. The management process, as *Figure 3* shows, should support all the other four elements of staff development (needs analysis and identification; design; implementation; and monitoring, evaluating and reviewing). Managers at LEA and institutional levels are likely to be required to fulfil the following five basic functions in respect of each of these elements:

(i)	**planning**	developing and testing strategies, systems and processes;
(ii)	**communicating**	ensuring that information and data are clearly targeted, transmitted, received and understood;
(iii)	**initiating**	ensuring the effective operation, or provision, of all essential mechanisms, strategies, opportunities or tasks;
(iv)	**maintaining**	providing services and structures which will assist all the elements of the process to achieve their objectives over whatever period;
(v)	**reviewing**	enabling all elements of the process, and the policy, plan and programme to which they refer, to be judged in terms of both efficiency and effectiveness and amended or updated accordingly.

31. Managers at all levels should examine those tasks and responsibilities which are relevant to them, how they can best carry them out and with whom they need to co-operate in so doing. This is necessary at all levels: senior LEA managers, senior and middle institutional managers, course teams and section heads. In Part C a practical instrument has been designed, which will assist management teams to identify responsibilities for management functions, and which will also assist in the identification of tasks to be undertaken.

* *A Neglected Issue: Staff Development for Support Staff — A conference report* FEU, 1986

ADMINISTRATIVE CONSIDERATIONS

Mechanisms

32. Management responsibilities do not necessarily entail the performance of administrative duties. They do, however, require the establishment of administrative systems which will facilitate all elements of the staff development process, the apportioning of responsibility for carrying them out and the supervision of their implementation.

33. There will be administrative requirements associated with each of the elements in the staff development cycle *(Figure 3)*, and the requirements for each element are covered in the following four chapters. In general, however, administrative mechanisms should help, not hinder, the process for which they are designed, and will include data collection, record-keeping, the production of materials and documentation and the maintenance and provision of essential plant and equipment.*

34. Staff development administrative requirements are no different from those of all other aspects of the education system; they should be simple, understandable, flexible, accessible, relevant and compatible with other mechanisms.

Collaboration

35. Many opportunities arise for LEAs to collaborate to advantage with institutions, other LEAs and local and national agencies in the development, delivery and evaluation of their staff development programmes. Indeed Circular 6/86 makes collaboration a requirement, in the interests of both efficiency and effectiveness. The ACSET Advice of 1984 drew attention to the need for greater regional co-ordination of in-service activities, since existing regional INSET committees are often limited to specific areas of staff development and rarely appear to form part of any formal structure for co-ordination. The LEA Training Grants Scheme provides an excellent opportunity for LEAs to review collaborative structures across all the post-14 staff development areas.

36. For collaboration to be effective, attention will need to be paid to a number of factors, such as:

(i) the identification of common concerns susceptible to exploration on a collaborative basis;

(ii) liaison arrangements;

(iii) the recognition within collaborative arrangements of individual LEA needs and circumstances;

(iv) the standardisation of administrative mechanisms;

(v) opportunities for collaboration inherent in all elements of the staff development process.

37. Collaboration is unlikely to take place merely by chance. Opportunities require exploitation and this requires management. Inter-LEA, inter-institutional or regional arrangements may be appropriate strategies. The benefits of resource maximisation and the sharing of good practice, which come through working on a collaborative basis at regional and national level, are worth exploring and bases for collaboration are explored further in Chapter 4.

RESOURCE ALLOCATION

38. The LEA Training Grants Scheme identifies the basis for resource allocation and outlines eligible expenditure. In the main the initial allocation of resources to authorities under the new arrangements has been based on historical data, e.g. INSET and Advanced FE pool contributions, student and staff numbers and allocations within earlier specific schemes for funding INSET. This has led to the creation of anomalies which the DES intends to correct as the Scheme becomes established. Some LEAs have also, initially at least, used similar historical data for the allocation of resources to different parts of their service. Although this is understandable in the initial stages it is now appropriate for authorities to plan resource allocation on a more systematic basis, taking into consideration, for instance:

(i) sources of external finance and any conditions attached to them;

(ii) funding available in LEA and institutional budgets;

(iii) expertise available within the authority or the region;

(iv) priorities determined through the authority's consultative and planning mechanisms.

39. Funding for support staff is not included within the DES scheme but resources for this group may come from other LEA sources, such as Personnel Section training budgets. The addition of such funds to those available for teaching staff development should allow authorities and institutions to design and implement integrated training programmes for all staff.

40. The identification of priorities is important and should be related to policy aims which should be reviewed annually. If authorities are to create an appropriate management infrastructure to perform the functions and tasks outlined in this guide, it must be accepted that funding will be required at institutional, LEA and, in some cases, regional levels. Such an infrastructure is likely to be less expensive if unnecessary duplication of posts in different parts of the service is avoided.

* The West Midlands Regional Advisory Council for Further Education is developing, for the DES PICKUP programme, *The Staff Development Management System*. This is a computer database to help administer the in-service training of college and polytechnic teachers. Details are available from the Council.

Priorities and Resources

RESOURCES AND DEMANDS / PRIORITIES	DEMAND (NUMBER OF STAFF)	INSTITUTIONS COVERED	FUNDING AVAILABLE		
INDUSTRY, ECONOMY AND THE WORLD OF WORK (CPVE)	70 schools 30 FE 50 support	Secondary (all) FE colleges	DES/FEU funding. LEA budget/ GRIST funds.		
TEACHING OF TECHNICAL, COMMERCIAL AND PROFESSIONAL SUBJECTS (PICKUP)	45 FE 15 support	FE colleges	LEA budget/ GRIST funds. Self-funded from PICKUP activity.		
GCSE	240 schools 20 FE	Secondary (all) Tertiary colleges	LEA budget/ GRIST funds.		

FIGURE 5

41. When checking priorities against available resources, authorities will need to consider the relationship between a number of variables. A simple two-dimensional matrix can be used to carry out this check. Staff development priorities as defined in policy can be listed along one axis, and against these might be set factors relating to demand and resourcing such as:

- demand – e.g. how many staff and in what categories, and sectors, based on needs analysis exercises (see Chapter 4);
- preferred types of provision – e.g. workshops, seminars, (industrial) secondment, project work;
- institutions covered – e.g. all schools, upper schools and FE colleges;
- expertise available – e.g. LEA advisers/ inspectors, school or college specialist staff, staff of HE institutions in the region, national organisations (FESC, FEU, SCDC etc.);
- cost calculation – including both direct and indirect costs, and costs of arranging/ administering the programme;
- sources of funding – e.g. DES scheme (national or local priorities), other external (e.g. from support agencies), LEA staff development funds, other local authority funds, regional sources (RAC, RCB, regional provincial councils).

An example of part of such a matrix is shown in *Figure 5*.

42. Many LEAs may allocate resources according to existing sectoral boundaries within their education services. Such practices, particularly in post-14 staff development, may have a dysfunctional effect in appearing to support artificial divisions which the staff development programme itself may now aim to challenge. The establishment of a consortium of post-14 institutions to meet staff development requirements may provide breadth to training programmes, help to cross organisational or sectoral boundaries, and assist in determining the most effective allocation of resources.

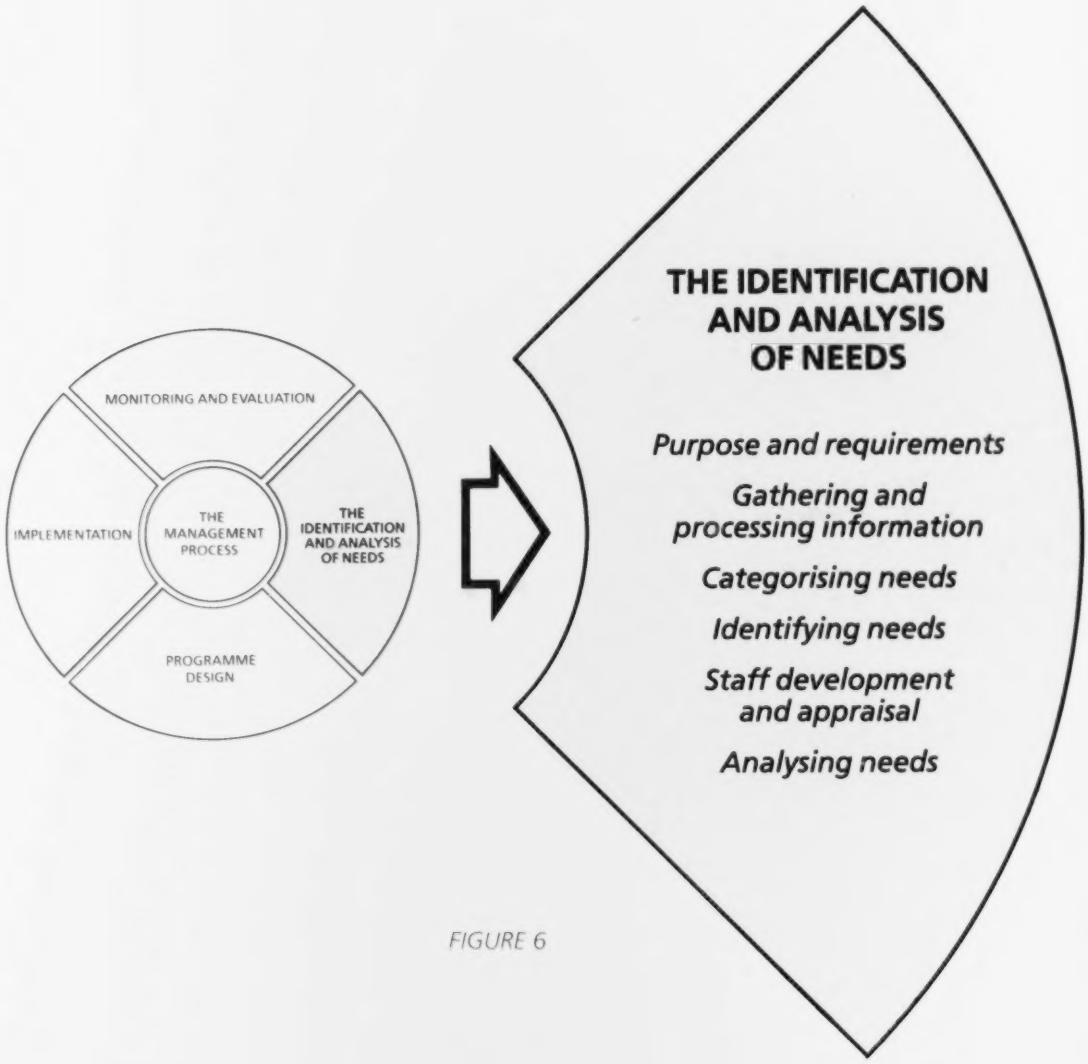


FIGURE 6

Summary of Management Tasks

In the management of staff development LEAs should:

(i) distinguish and relate the processes of needs categorisation, identification and analysis (para 45);

(ii) determine the basis for categorising needs derived from policy aims (paras 46-55);

(iii) consider a range of techniques for needs identification (paras 56-67);

(iv) decide on the role of staff appraisal/review in the identification and analysis of needs (paras 68-70);

(v) establish procedures for the analysis of needs (paras 71-77);

(vi) balance individual and institutional needs (paras 74, 75);

(vii) determine the role of senior managers, staff development officers/professional tutors in the identification and analysis of needs and provide necessary guidance and support (para 76).

CHAPTER THREE

THE IDENTIFICATION AND ANALYSIS OF NEEDS

PURPOSE AND REQUIREMENTS

43. The identification and analysis of needs is the foundation of the staff development planning process, yet the development of systematic approaches towards the processes has not hitherto been extensively undertaken as a corporate strategy at LEA level. It is the responsibility of the LEA to ensure that staff development programmes have regard to national and local educational priorities, and take account of the needs and aspirations of participating staff.

44. A key message from the DES documentation setting out the new LEA Training Grants Scheme (GRIST) is that teachers, and other interested bodies, should be consulted about their staff development/training needs. Circular 6/86, for example, states:

> 'planning arrangements need to ensure that appropriate account is taken of expressed needs and views of teachers, schools and colleges and other eligible groups...' (para 27(i)).

LEAs are further required to describe how training needs are identified and what plans they may have to develop these further. Such requirements imply significant responsibilities at individual, institutional and LEA levels, and should be taken into account in the expression of policy aims referred to in Chapter 1. This will provide the basis for the more detailed processes set out in this chapter.

GATHERING AND PROCESSING INFORMATION

45. The framework within which staff development needs are determined will be derived from the interrelationship of institutional development, curriculum policy and LEA organisation set out in Chapter 1. In order to prepare a sufficiently comprehensive database on which the design of programmes might be established, information on training/learning needs has to be gathered (**needs identification**) and then processed (**needs analysis**). Before these processes are carried out, however, it will be necessary for the LEA to formulate a basis for **categorising needs** which will serve as a foundation for both identification and analysis. *Figure 7* illustrates the relationship between these three processes. This should be regarded as a continuing activity and not a one-off exercise. An

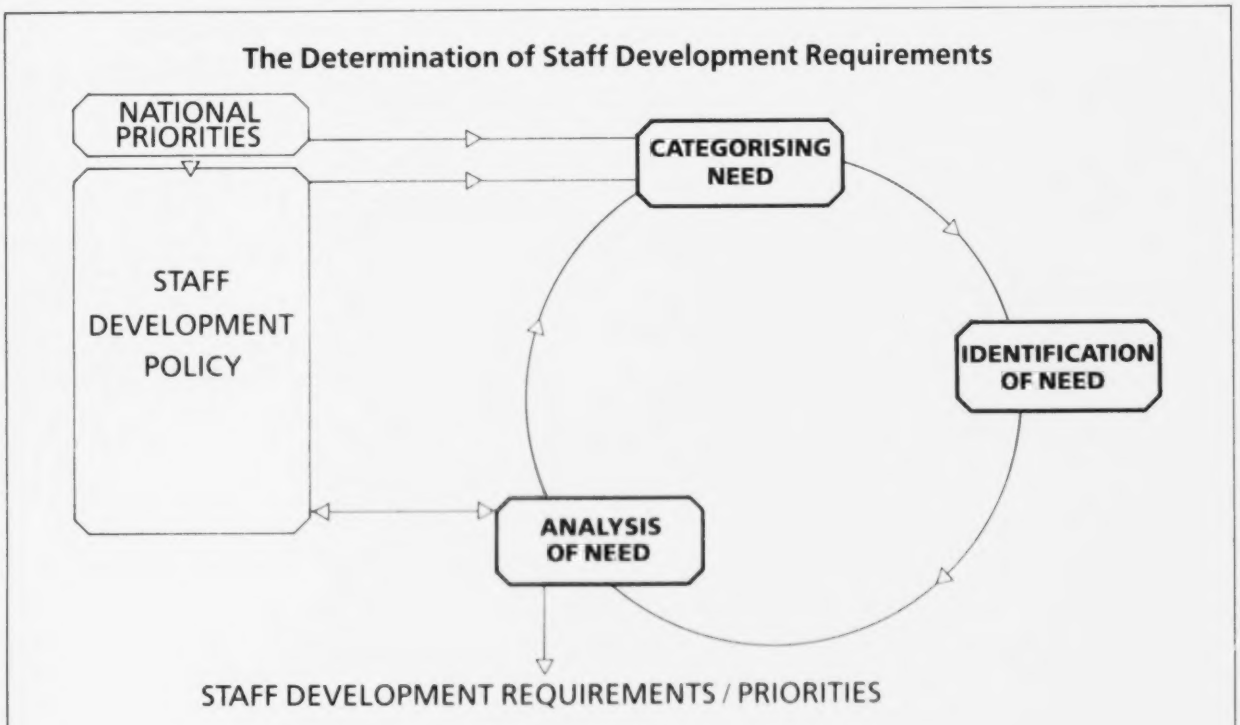


FIGURE 7

Categorising Needs

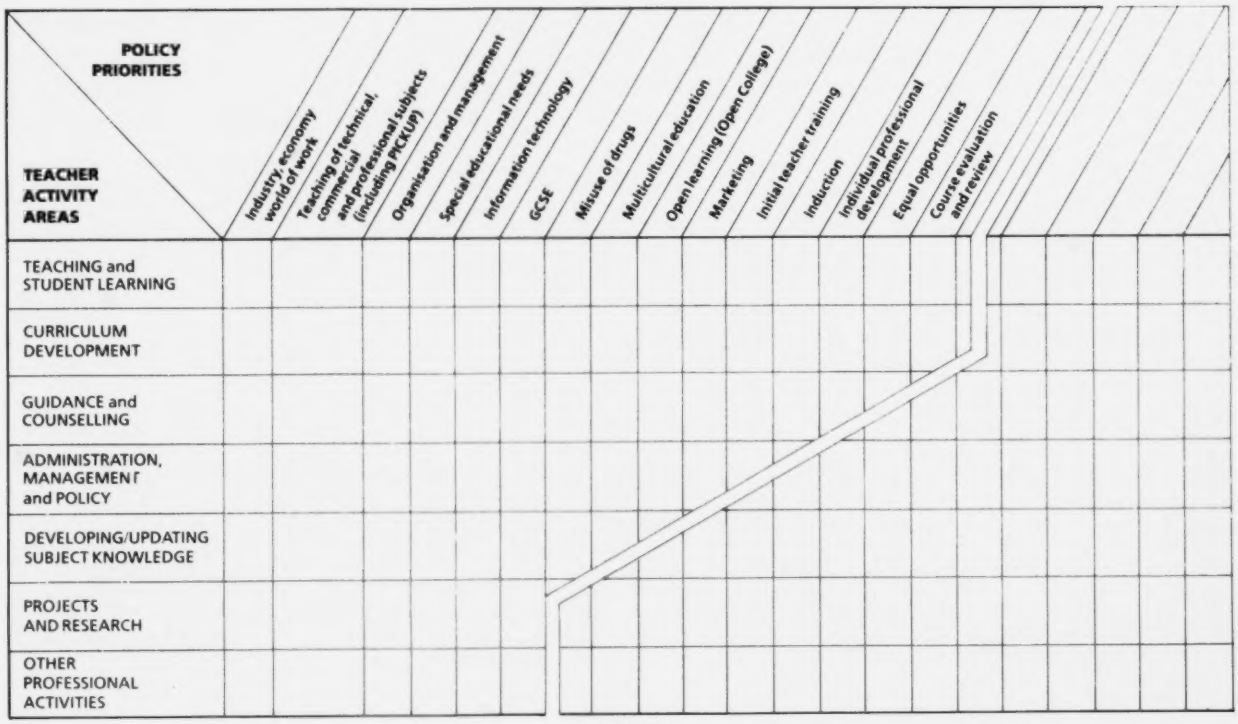


FIGURE 8

LEA's perception of needs will change with time, as will those of institutions and individuals, and the staff development requirements resulting from the analysis will in turn influence the LEA staff development policy.

CATEGORISING NEEDS

46. The starting-point for the processes of identification and analysis of needs will therefore be the development of an agreed basis for categorising needs.

47. Needs derived from the perceived requirements of individual staff will relate to the extension of professional skills and knowledge, personal development and career advancement. **Professional development** will include such areas as general teaching skills, knowledge of curriculum change, subject updating and administrative/management skills. Alongside such professional needs, however, often goes the necessity to modify attitudes towards curriculum change and towards new students and styles of interpersonal behaviour. Such needs may help to set an agenda for **personal development**. Staff development programmes will be more effective if they can be seen to relate to the individual's aspirations and potential for progression and **career advancement**.

48. If staff development is to be fully effective in ensuring the successful delivery of the curriculum, it is essential that staff feel a sense of ownership at all stages of the process. The techniques for gathering information outlined in paragraphs 56-66 below are based on the principle of full consultation with staff at all levels. Nevertheless, it has already been emphasised that the analysis of needs should be conducted in a planning context which takes into account issues of institutional development and, beyond that, the overall curriculum policy (however defined) of the authority.

49. The satisfaction of individual needs may not, of itself, provide the institution as a whole with the expertise it requires. It will also be necessary to take into account the demands arising from the broader questions of **institutional development** and this will involve a consideration of needs arising from a review of such matters as the appropriateness of existing curriculum provision, institutional responsiveness, flexibility, and marketing strategies, and also their consequent impact on college structures and organisation.

50. Issues of institutional development will themselves, in part at least, be the product of corporate LEA policy. Principles of **curriculum policy**, the identification of relative values and the establishment of broad staff development priorities will be determined at LEA level, although institutions themselves will feed into the decision-making processes that result in corporate policy decisions.

51. Thus the determination of LEA policy will influence **organisational issues** which in turn will have an impact on overall institutional development. An LEA's work-related NAFE plans or equal opportunities policy, for example, must sooner or later be translated into consequential staff development and programmes within the curriculum offered.

52. Hence individual, institutional and LEA development interact with curriculum development in determining the ability of an institution to respond to changing demands and circumstances.

53. The process of categorisation of needs should be derived from the staff development policy (see Chapter 1) which itself will have regard to national as well as local educational priorities. One approach towards a categorisation from which detailed staff development needs might be derived would be to relate **policy priorities** to a classification of typical **teacher activity areas**. The FEU Self-Profile for Continuing Professional Development* introduces one such classification of activities which comprises:

- teaching and student learning
- curriculum development
- guidance and counselling
- administration, management and policy
- developing and updating subject knowledge
- projects and research
- other professional activities

54. *Figure 8* is a two dimensional matrix which serves as a possible framework for categorising and prioritising needs. LEAs will need to construct their own categorisations most appropriate to their circumstances and policy requirements.

55. Whatever techniques are adopted, the data collected has to be recorded in a form which will be of use to the staff development managers. The use of common formats and clearly defined categories across the LEA will facilitate the identification of needs, as well as more easily allowing the matching of individual needs with institutional, curriculum and LEA organisational developments and the establishment of priorities. The development of a more systematic and purposeful training programme, which is one of the main aims set out in the DES regulations, will, to a large extent,depend on the accuracy of the needs identification exercises.

IDENTIFYING NEEDS

56. The growing recognition of the importance of the identification of needs reflects the fact that the demands made on staff, particularly in a period of rapid curriculum change, often require the extension and development of existing skills and knowledge as part of their continuing professional development. This does not imply any necessary deficiency on the part of teachers and, in order to ensure that the process is perceived in this way, it may be helpful to set the exercise in the context of a broader staff audit to identify existing skills and abilities including perceived needs. A total inventory of staff skills alongside identified needs will also assist in the process of needs analysis which follows.

57. Assuming a basis for categorising needs has been agreed, techniques can be implemented to identify those needs. No one technique on its own is likely to elicit all staff development needs and the plan may anyway require a more selective approach. Effective identification of needs will probably require the application of a range of techniques, the selection of which will depend on some of the following:

- the basis for the categorisation of needs;
- the context of any needs identification exercise;
- the degree of formality required;
- distinguishing between wants and needs;
- organisational arrangements.

58. There are a range of techniques which LEAs may use in their approach to the identification of staff training/learning needs. A brief description of the main characteristics of some common approaches are set out below. They are not mutually exclusive. Such techniques may require staff to articulate their needs:

- as individuals (e.g. structured interviews, self-profiling)
- in pairs (e.g. peer counselling)
- in groups (e.g. group questionnaires)
- in teams (e.g. course team assessment).

Structured interview/self-profiling

59. This approach involves systematically organised interview sessions between individual teachers and their identified line managers. In most colleges, and for most staff, the line manager will often be a head of department, but in other structures appropriate lines of accountability may need to be clarified and/or agreed. The objectives of the interview(s) would be to identify individual staff development/training needs and ultimately to negotiate what can realistically be provided within the known resource constraints. Such structured interviews may be incorporated within a system of appraisal, but, if so, it is important that a career guidance/staff development focus is high on the agenda.

60. The competence-based profile referred to in paragraph 53 may be helpful in this context. The profile aims to enable individual teachers to:

- highlight their own professional competences and needs;
- keep a personal record of training, development and professional activities;
- assist in the planning of self-development and future career.

A competence-based checklist of this sort could form the basis of an agenda for use in structured interviews designed to assist in the identification of needs, especially if the basis of the categorisation suggested in paragraph 53 is adopted.

* *A Self-Profile for Continuing Professional Development* FEU, 1987.

Peer counselling

61. Reciprocal peer counselling is a technique where two (or more) teachers with roughly similar responsibilities take it in turn to work on the analysis and identification of their individual needs with the support of the other(s) in the role of counsellor.

62. It is essentially a method of self-help and mutual aid conducted in a supportive and non-threatening environment. This can be extended to the process of peer asessment/appraisal in appropriate circumstances. Once individual needs have been explored and decided through the use of such techniques, there has to be a mechanism through which the needs of all staff are fed into the decision-making processes of the department/ institution.

Group questionnaires

63. Another way of gathering information on staff development needs is through the use of questionnaires distributed on a group basis (e.g. by department or section). Such a questionnaire might list a wide range of development issues and ask staff to place these in order of importance, indicating the nature and form of the staff development required to support them. The results would then need to be collated and those issues given high priority identified.

64. Much thought needs to be applied to the processes and mechanisms employed to arrive at a consensus on priorities and also in safeguarding minority interests where appropriate. In the end this will be reflected in the financial allocations made.

Course team assessment

65. The development of course teams (both formally and informally) has become more common in recent years, particularly within FE colleges. In some institutions, course teams may be formally recognised within the organisational structure – particularly where matrix systems have been implemented. In others they may exist as part of the informal organisation, although they often have an impact on the formal structure.

66. Where the course team concept is well developed, it often represents a natural unit for the identification of staff development needs and this rightly places a strong emphasis on a curriculum-led approach to staff development planning and implementation. The FEU/Longman publication *Teaching Skills* (1982) sets out an example of a framework for the process of self-assessment of staff development needs in the face of the new curriculum demands of vocational preparation. Teachers were encouraged to identify their needs through the translation of a checklist of skills and experience necessary, derived from the characteristics of the vocational preparation curriculum. Such a framework could easily be applied to other areas of curriculum change.

67. Approaches to needs identification such as those suggested in *Teaching Skills* have the advantage of linking needs analysis with preferred strategies for meeting those needs, and such an approach can be seen as a staff development exercise in its own right. Where course teams are built into the more formal management structure of an institution, it should also be possible to relate processes of course evaluation/review to the needs identification exercise (and consequent staff development programmes) on a systematic basis.

STAFF DEVELOPMENT AND APPRAISAL

68. Although the assessment and appraisal of teaching staff may already take place in an informal or unstructured way in some LEAs and/ or individual institutions, few authorities have yet developed formal staff appraisal policies and systems of operation. The White Paper *Better Schools* (1985) indicated the Government's intention to introduce a formal appraisal system for schoolteachers and the 1986 Education Act incorporated the necessary enabling powers for the introduction of appraisal across all LEA-maintained institutions, although it stopped short of proposing a national model scheme.

69. For appraisal schemes to have the confidence of teachers, it is important that assessment procedures are seen to be closely linked with continuing professional development and consequent staff development activities, taking into account the resource implications. Greater opportunities and job satisfaction of staff are crucial factors affecting overall institutional effectiveness. It is unfortunate that early discussion of staff appraisal seemed to focus on 'inadequate teaching' with an implied link between individual assessment of performance and dismissal.

70. It is important for LEAs, in drawing up their staff development/INSET plans under GRIST, to take into account how any proposed systems of appraisal relate to the various phases of staff development planning. This is best considered at the policy stage and will particularly affect the procedures adopted for the identification and analysis of needs. Techniques selected for the identification of staff development needs should be compatible with the underlying principles of any appraisal systems it is planned to introduce. Such general principles might include the following:

- the role and function of any appraisal system should be clearly understood by all those participating;
- performance review should be conducted on a regular basis and should allow for at least one formal interview per year;
- the appraisal system should relate to personal and career development as well as professional development;

- a performance review will be more likely to be acceptable if it is founded on self-assessment as a basis for a broader review;
- performance review should relate to the overall performance of the institution.

THE ANALYSIS OF NEEDS

71. Having categorised and identified needs, it is necessary to analyse the information required in order to determine the overall requirements for staff development suitably categorised and prioritised.

72. Needs analysis in this guide is defined as a matching of identified needs to the policy priorities set out in the initial categorisation. If the needs identification exercise has been carried out in the context of a more comprehensive staff audit (see paragraph 56) it will also be possible to match those skills currently available with the demands derived from the policy priorities incorporated in the categorisation. For example, in the original categorisation it may have been anticipated that guidance and counselling skills would be an important component of staff development activity within the national priority area of special educational needs. The staff audit, however, may indicate that many staff are very experienced and skilled in this area but that they have a real need for the skills involved in the construction of flexible learning packages. It may also become apparent that skills in the broader application of resource-based learning have a wider demand and that staff development activities need to be provided across a range of courses.

73. Inevitably the process of analysis will raise questions about the appropriateness of the original categorisation and as the processes become more embedded it will become possible to identify areas requiring particular concentration or updating which may in turn result in amendments to policy as part of a continuing process (see *Figure 8*).

74. It is likely that, for practical considerations, the focus of the planning process will be the institution itself. Institutional plans will need to incorporate both quantitative and qualitative data relating to individual staff needs set in the context of the overall aims and objectives of the institution. These aims and objectives will themselves be broadly determined from the overall policy framework agreed at LEA level. Inevitably, there will be occasions when individual needs and corporate needs do not coincide and managers will be required to make judgements about the relevance of certain identified needs to the development of the institution as a whole.

75. Ultimately, however, it is the responsibility of the LEA to ensure that the disparate needs identified at individual, course, departmental and institutional levels become integrated within a comprehensive plan co-ordinated at authority level. This process involves much more than a simple aggregation and collation of individual/institutional needs. It requires a coherent structure (i.e. management systems, clearly designated responsibilities and appropriate administrative support) which has been discussed in detail in Chapter 2. But it also requires clear and early guidance to institutions derived from overall LEA policy and the national priority areas identified by the DES each year.

76. The structural relationship between an LEA and its institutions concerning the identification and analysis of needs will be crucial to the effectiveness of the delivery of appropriate staff development programmes. Whatever methods and techniques are employed for gathering and analysing information, and whatever structures are devised for the management of the process, the success of the arrangements will ultimately depend on a mutual recognition of agreed goals and a clear identification of roles and responsibilities at the various levels of interaction within the LEA and its institutions. Training and support for key staff development personnel is essential in this respect and this is further explored in Chapter 5 (paragraphs 136-139).

77. By developing a thorough approach to the processes of both identification and analysis of needs, a well-structured and comprehensive database should have been created which accurately reflects the requirements of the service at all levels. This should form a reliable foundation on which the design and planning of staff development programmes may build with confidence.

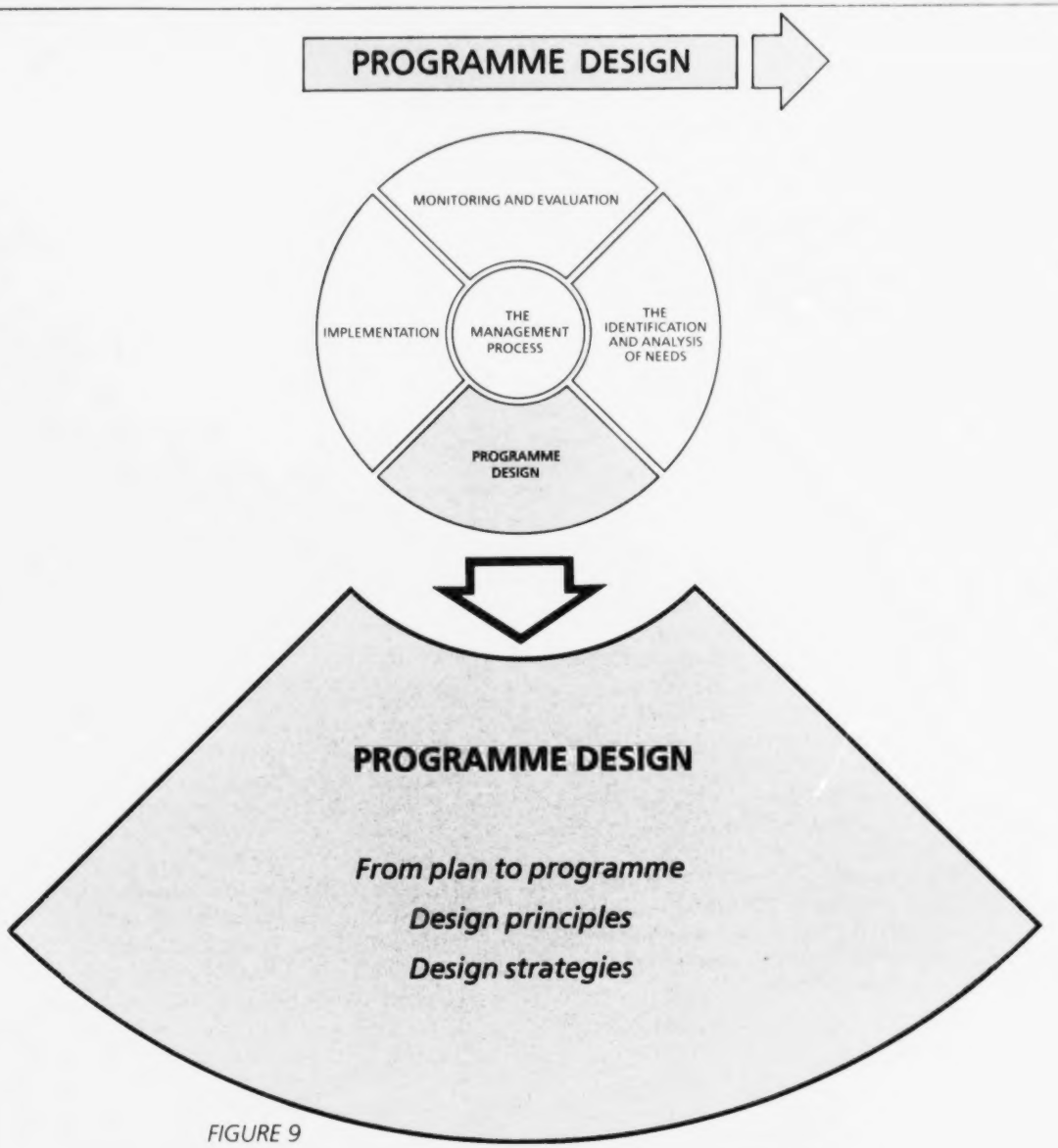


FIGURE 9

Summary of Management Tasks

In the management of staff development LEAs should:

(i) derive the objectives of the plan from the analysis of needs (para 78);

(ii) ensure that the plan states intended learning outcomes (para 78);

(iii) ensure that the objectives of the plan are consistent with the overall policy aims of the LEA and its institutions (para 79);

(iv) ensure that the programme provides:

- staff development within the context of a personnel policy (para 82);
- curriculum-led staff development (paras 83, 84);
- access and equal opportunity (paras 85-88);
- guidance and support before, during and after training (para 89, see also Chapter 5 para 132-134);
- progression within and between component parts of the programme and continuity on a year-to-year basis (paras 90-91);
- assessment and accreditation of relevant staff experience as well as continuing staff development (paras 92-95, see also Chapter 5 para 123, 124);
- negotiation between participants and providers (para 96-98);
- opportunities for co-ordination across the service (paras 99, 100);
- opportunities for collaboration at local, regional and national levels (paras 101, 102, see also Chapter 2 paras 35-37);

(v) decide on the range of strategies to be adopted in the implementation of the programme (para 25-30).

CHAPTER FOUR

PROGRAMME DESIGN

FROM PLAN TO PROGRAMME

78. A structured approach to needs identification and analysis at LEA level to enable the design of a staff development plan was discussed in Chapter 3. The analysis of needs will lead to the identification of requirements for staff development, suitably categorised and including national and local priorities. In the formulation of the plan these requirements should be expressed in the form of specific objectives which should be written so as to clarify learning outcomes. The outcomes should comprise the skills, knowledge, understanding and appropriate attitudes and experience necessary for the successful performance of occupational roles. Consideration should be given to the extent to which the staff development plan should be presented in the form of competence statements. The extent to which the outcomes require achievement to be assessed should also be addressed at an early stage in the design process.

79. It is essential that the objectives of the plan should be consistent with the overall aims of LEA and institutional staff development policies. For example, a stated policy aim, related to scope and entitlement, may be to include support staff, and a second policy aim may relate to flexible/open learning opportunities. Needs analysis may identify staff development requirements to support the introduction of open learning workshops. The plan should then state specific objectives and intended outcomes relevant to the identified needs of librarians, media officers and clerical staff, for example, in the context of open learning workshops.

80. This chapter discusses the principles which should apply to the design of the programme (paragraphs 81-102) and considers various strategies which may be used in the delivery of the programme (paragraphs 103-108).

DESIGN PRINCIPLES

81. The principles on which the LEA staff development programme should be based include:

- a personnel policy context
- curriculum-led staff development
- access and equal opportunity
- guidance and support
- progression and continuity
- assessment and accredition
- negotiation
- co-ordination across the service
- collaboration

Each of these is discussed below.

The LEA programme should be developed within the context of a broader personnel policy

82. Staff development should be considered by LEAs and their institutions as an essential element of a personnel function (see Chapter 1 paragraph 8).

The LEA programme should provide for curriculum-led staff development

83. Curriculum-led staff development is based on a deliberate analysis of the characteristics and content of a specific curriculum, a comparison of the individual and collective staff expertise with the demands identified in the analysis, and the provision of staff development to fill any gaps in that analysis.

84. *Teaching Skills* (FEU/Longman, 1982) illustrates this approach. The assessment of needs arising out of a curriculum demands approach is the starting-point. In this instance this involves an analysis of what is required under the curriculum headings of negotiation, counselling, guidance and assessment, acquisition of basic skills and relevance and experience. It is possible to generate from this a checklist to identify the demands of staff engaged in the delivery of the curriculum. This might include, for example, curriculum innovation (the ability to introduce and implement new curricula), team co-ordination, team membership, liaison and negotiation and basic teaching skills.

The LEA programme should provide for access and equal opportunity.

85. The programme should be designed so that all staff who are eligible may obtain staff development/training which is provided under the programme.

86. In the programme design there should be opportunities for the further development of all staff. In this context equal opportunity is a wider concept than that associated with specific groups: it is fundamentally a concept supporting the right of all to be treated as individuals and is therefore in opposition to unproductive stereotyping. This definition may include positive action for specific minority groups. In staff development terms, LEAs will need to consider how their own interpretations of equal opportunity in policy statements can be translated into action.

87. It is important to consider the range of staff that any programme may apply to. This is likely to include full-time and part-time teaching staff, support staff, deliverers of training under the programme and the managers of the programme. Consideration of the requirements of these groups will involve such factors as the timing and mode of delivery, the location of the training delivered within the programme and style of delivery.

88. For example, all training during college hours will restrict access for those who have teaching commitments unless replacement of staff is well planned. Providing a large proportion of training outside college hours, and particularly at weekends, may not only devalue the importance of training but will restrict access because of the varying personal responsibilities and commitments of staff outside college. A large proportion of training delivered through residential courses may also provide barriers to staff attendance. Open learning may provide apparently easier access but may not be appropriate for those who require a high degree of support during training, or for training which requires group approaches. In planning the LEA programme it will, therefore, be necessary to take account of such limitations and provide for a mix of strategies to maximise potential participation.

The LEA programme should provide guidance and support before, during and after training.

89. There is likely to be a great variety of training opportunities within a programme using a number of approaches. Although the identification of specific outcomes will help, staff will nevertheless require guidance in order to select training most appropriate to their needs, and support before, during and after training. Support for staff development is discussed in Chapter 5. Programme designers should acknowledge the necessity for guidance and support and ensure that they are provided for. This will require the identification of key personnel who will provide support and the provision of training for such staff.

The LEA programme should provide for progression within and between component parts of the programme and continuity on a year-to-year basis.

90. A difficulty of many current arrangements is that much staff development activity is organised on an *ad hoc* basis, unrelated to activity which individuals have already undertaken. With initial training, for example, there is no clear route of progression from C&G730 to Certificate in Education courses. There are also discontinuities between curriculum-led staff development and qualification-led staff development. The issue of INSET accreditation and qualification is under review, particularly in the context of NCVQ.

91. Under the new grant arrangements, with the possibility of staff development provided through a variety of approaches at institutional, local and regional levels, the issue of continuity and progression may become more acute. It is therefore necessary to ensure that the programme design provides opportunities for continuity of training for participants from one year to the next and facilitates progression through activities from initial training to the acquisition of additional competences and skills.

The LEA programme should provide opportunities for assessment and accreditation of relevant staff experience as well as continuing staff development.

92. Much staff development activity has relied on long and short courses provided by HE institutions and others. Long courses particularly incorporate assessment into their design and are accredited by the providing institutions. Some shorter courses and other activities also involve assessment and accreditation. However, much staff development activity, especially that which is institutionally based, may lack assessment and is unlikely to be accredited.

93. A change in focus away from totally course-based approaches is likely to result in a lack of assessment and accreditation. Participants in staff development will require recognition and to be able to review their own progress towards defined goals. The specification of outcomes and opportunities to review their own achievement should help. Those who provide support and manage staff development may also wish to assess prior learning and progress. Consideration should therefore be given to the development of mechanisms for formative/summative assessment appropriate to the training undertaken. These are discussed in the next chapter.

Collaboration Matrix

RATIONALE / DIMENSIONS OF COLLABORATION	[a] RESOURCE UTILISATION	[b] LOW VOLUME TRAINING NEEDS	[c] LIMITED EXPERTISE	[d] SHARED EXPERIENCE	[e] CURRICULUM DEVELOPMENT
LEA INSTITUTIONS			Health and Safety	Work experience planning	CPVE/TVEI
PUBLIC SECTOR HIGHER EDUCATION	Robotics				Open learning
UNIVERSITIES		Biotechnology	Educational psychology		
INTER-LEA ACTIVITIES		Special needs		Assessment techniques	GCSE
REGIONAL ACTIVITIES	High cost IT	Education management		Profiling	
NATIONAL	FE management (FESC)	Training for PICKUP		Course design (HMI short courses)	
OTHER ORGANISATIONS			Technology (British School Technology)	Experiential learning in YTS (ATCs)	

[a] RESOURCE UTILISATION

Some staff development needs will require training programmes which are resource intensive and demand a high level of expertise. Efficient resource utilisation would therefore dictate that, other things being equal, such training programmes would be best organised across a number of LEAs. Training in robotics, for example, which requires expensive machinery and also only applies to a small number of teachers, would probably be best organised on an LEA or regional basis within an HE institution.

[b] LOW VOLUME TRAINING NEEDS

Regardless of the need for expensive machinery or computer technology, some areas of training will only have a limited local demand which could be more efficiently met by co-operation between authorities. Staff development for special needs or for education management would be good examples of such low volume training needs best met on a regional or sub-regional scale.

[c] LIMITED EXPERTISE

It may be that for some very specialised areas of training some authorities (especially smaller LEAs) do not have sufficient expertise to be able to satisfy their own training requirements. In-service training for educational psychologists is likely to be best met regionally (perhaps within a university education department) or even nationally.

[d] SHARED EXPERIENCE

Institutions may well seek to use the advantages of the new scheme further to promote in-house activities. Such an approach is particularly useful in new curriculum areas that require team approaches and a high degree of local curriculum content. Pre-vocational education (notably TVEI and CPVE) are typical examples. It is sometimes necessary, however, to ensure there is a balance of training provision so that curriculum-led in-house activity does not become too insular. There are often real benefits to be gained from sharing both expertise and experiences with colleagues in other institutions and from other LEAs. Approaches to the processes of experiential learning and negotiation, for example, may vary considerably between different institutions and in such cases teachers will benefit from sharing ideas and experiences within joint programmes of staff development.

[e] CURRICULUM DEVELOPMENT

Increasingly, new curriculum developments are demanding a significant measure of local curriculum content (e.g. GCSE, TVEI and CPVE). Such a detailed involvement in curriculum development is still a relatively new experience for many teachers and their institutions. There may, therefore, be great benefits to be gained from collaborative activity concerning the processes of curriculum development, particularly in new curriculum areas. Consortia arrangements for the delivery of CPVE offer a natural grouping for training activities of this type, but inter-LEA programmes might also be beneficial.

FIGURE 10

94. LEAs will also need to devise ways in which all staff development experience, gained through a variety of approaches, may be accredited. An accreditation system should be able to recognise, value and facilitate individual progression. Within any one authority such credit may be accorded by the LEA itself; across a large region or nationally, staff development may require accreditation and validation.

95. In order for staff development experience to be accredited it may be beneficial for every member of staff to maintain an accreditation portfolio. This could be in the form of a log book, profile or diary. In order that such a portfolio may gain validation by a recognised body then either elements of the portfolio will have to be linked to existing qualifications (e.g. the RSA Certificate for Vocational Preparation Tutors) which use a competence-based profile, or LEAs, either individually or collectively, will have to negotiate special arrangements with validating bodies.

The LEA programme should provide opportunities for negotiation between participants and providers.

96. Staff should be able to negotiate their individual training and development activities on a year-to-year basis in the context of the LEA policy and plan. Such negotiation may involve formal interviews between participants and those with responsibility for managing staff development. It may also be linked to appraisal systems which involve line managers.

97. Negotiation of an individual's staff development programme is likely to improve individual motivation. But the boundaries to negotiation should be clear and be defined by identified curriculum, institutional and organisational needs.

98. As part of the negotiation of an individual's programme, a statement of anticipated learning outcomes may be agreed and negotiation may take place regarding relevant learning activities. Learning activities most appropriate to individual learning styles may be selected from a range of learning opportunities if these are provided as part of a programme. Programme designers will therefore need to determine the extent to which learning activities should be negotiable. For example, although subject updating in a particular curriculum area may be non-negotiable, the specified outcomes may be achieved either through a period of industrial secondment or through attendance at short external courses. These should be negotiable. It will be important to ensure that any negotiation is supported by an adequate system of guidance and counselling and that responsibilities are clearly designated.

The LEA programme should provide opportunities for co-ordination across the service.

99. Curriculum initiatives common to schools and FE such as those in pre-vocational education/ training require jointly planned staff development programmes. Tertiary reorganisation points towards increasing integration as does the development of 14-18 and 16-19 curricular provision. Some national priority areas in Circular 6/86 are common to schools and FE, and some training (e.g. for GCSE and for combating the misuse of drugs) applies to both sectors.

100. In the context of curriculum development relating to both schools and FE, co-ordinated staff development may bring the two sectors closer together and encourage cross-fertilisation of ideas. In work or residential experience and in careers education there may be significant advantages in bringing together teachers and those in the careers service and youth service. In such situations it becomes increasingly important to have effective co-ordination and management across the sectors. This will require consideration of methods of consultation, liaison, integration and appropriate structures to facilitate these processes.

The LEA programme should provide opportunities for collaboration at local, regional and national levels in terms of both links with training providers and inter LEA/ regional activities.

101. The Training Grants Scheme encourages LEAs to consider a variety of approaches in the delivery of staff development programmes and it is likely that long courses provided by HE institutions will remain as a part of LEA programmes. This being so, there will be much to be gained by bringing together LEAs and providers of training to ensure the compatibility of training provided within the overall aims and objectives of LEA programmes.

102. Collaboration should go further than fostering links with HE. In some cases, individual authorities are unlikely to have sufficient resources, expertise or demand to ensure provision of training in all areas. Such LEAs will benefit from reappraising the rationale for collaboration and reviewing existing and potential arrangements. *Figure 10* is a partially completed framework to assist in the exploration of collaboration. A range of collaborative opportunities are listed along the vertical axis, and some of the characteristics that might be taken into account in judging the potential benefits of the collaborative approach are described across the horizontal axis. These characteristics include considerations such as resource utilisation, low volume training needs, limited expertise and new curriculum initiatives. Chapter 2 discusses issues in relation to the LEA management of collaborative arrangements.

DESIGN STRATEGIES

103. Having considered the design principles discussed above, LEAs will need to take decisions about the overall strategies which will be employed in the implementation of the programme. In making these decisions, account will need to be taken of:

- policy aims and programme objectives;
- needs of staff;
- the nature of existing provision;
- available resources;
- the principles which apply.

104. There are a variety of broad strategies which may be used as a basis for more detailed planning. These include:

- 'cascade' ◁▷ 'bottom up'
- consortium ◁▷ institution-based
- external ◁▷ in-house
- individual ◁▷ group ◁▷ team
- formal ◁▷ informal
- modular ◁▷ linear
- centralised ◁▷ devolved

Examples of how they may be employed in the implementation of the programme are discussed below.

105. Decisions will have to be taken in relation to each of these strategies. They are not seen as mutually exclusive. For each strategy there are different positions on a continuum.

106. It is unlikely that the programme will adopt strategies at the extremes of every continuum. For example, a totally in-house strategy carries the danger of becoming insular. Using only externally provided courses on the other hand may minimise the impact of training and may be found to be less cost-effective. In the majority of cases a position on the continuum will have to be chosen so that account is taken of those factors listed in paragraph 103 above. Thus, in the case of an external/in-house strategy, in-house activity supported by external consultants, links with other institutions and attendance by some team members at external courses may provide the best balance of training under a particular set of circumstances. Similar considerations may be applied to the other strategies.

107. The design principles previously described should be reflected in the strategies which are employed. For example, if negotiation is accepted as a principle then a centralised, top-down, formal programme may be inappropriate. Similarly co-ordination and collaboration are unlikely to be achieved if the strategy is solely institution based and relies on in-house courses. It may also be more difficult to ensure the provision of guidance and support for a programme which is delivered totally externally.

108. Once basic decisions are made about broad design strategies it is possible to make decisions about appropriate approaches to training which will be utilised in programme implementation. These approaches are discussed in the next chapter.

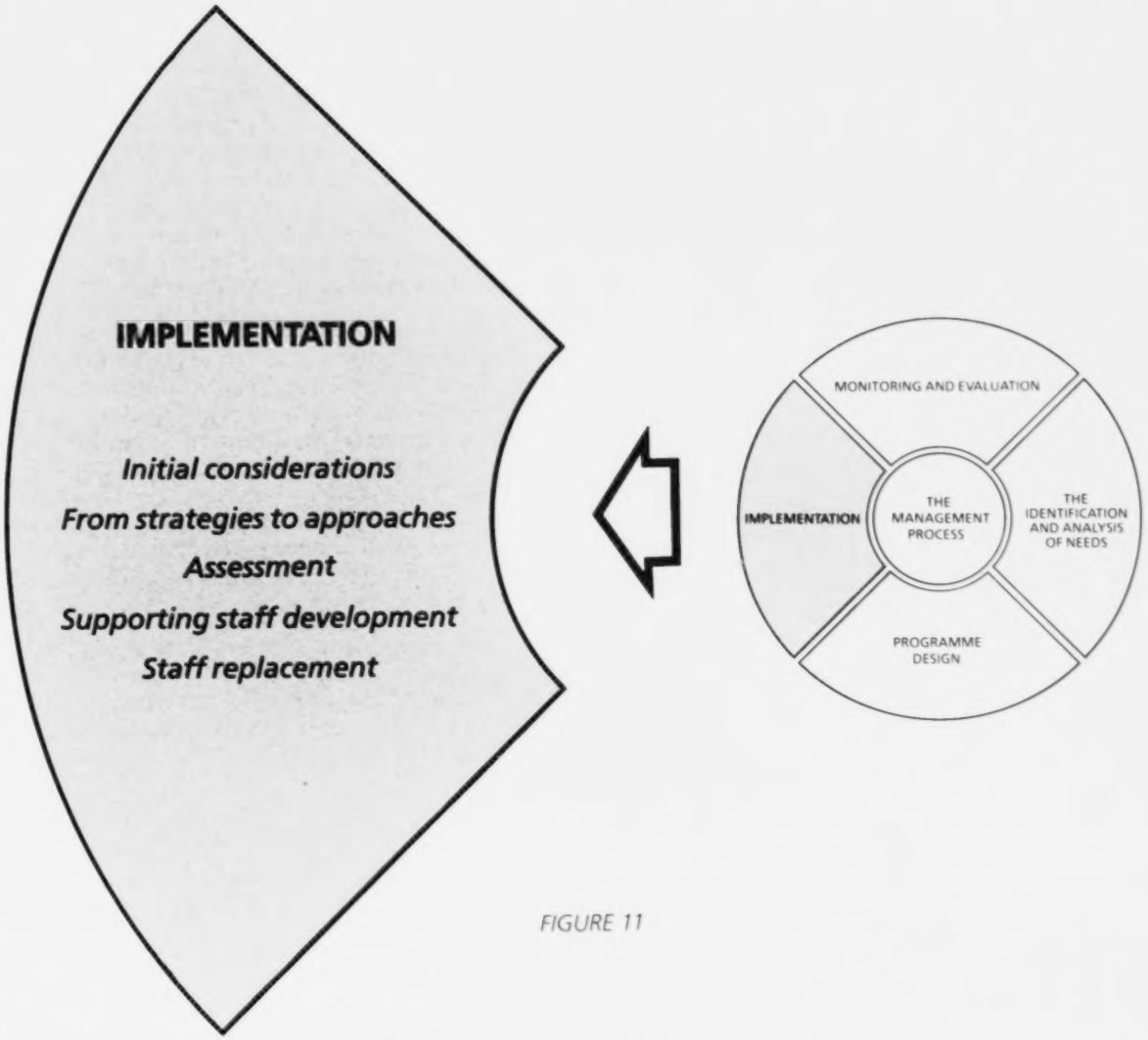


FIGURE 11

Summary of Management Tasks

In the management of staff development LEAs should:

(i) communicate the staff development policy and plan to all institutions and staff (para 111);

(ii) match staff development provision against the plan ensuring that all provision, however funded, is derived from the plan (para 113);

(iii) consult with all concerned in the provision of staff development opportunities (paras 113-114);

(iv) supply operational guidelines to providers (para 113);

(v) establish criteria against which training proposals can be checked to ensure quality (paras 121 and 123);

(vi) consider a range of approaches to staff development and match their characteristics to identified needs (paras 115-120);

(vii) establish records of staff training and experience against which staff development may be documented (para 123);

(viii) provide for staff support before, during and after training (paras 125-135);

(ix) provide training for staff development personnel (paras 136-139);

(x) plan and provide for staff replacement (paras 140-147).

CHAPTER FIVE

IMPLEMENTATION

INITIAL CONSIDERATIONS

109. The LEA Training Grants Scheme provides an opportunity to systematise and build on existing staff development activity. A range of activity will already exist, of varying degrees of formality, some of it unrecognised as a source of development because it has not been overtly identified as such. Furthermore, existing provision may be funded from a number of different sources, for example ESG and MSC, as well as LEA funds.

110. What is likely to be new is the existence of a staff development plan at the authority level, based on a systematic thorough attempt to identify individual, institutional and corporate needs, and incorporating a range of design principles and some strategic decisions about how to deliver the programme which best serve the interests and circumstances of all the partners involved.

111. Experience with work-related NAFE and similar planning exercises suggests that the communication of policy aims and the resulting plan through the various levels at which institutions operate is a vital exercise if there is to be ownership of, and commitment to, its implementation. Without a clear understanding of the planning decisions which have been taken, and why, the different elements of the service cannot effectively play their part in delivery.

112. There will also be a need to build up a receptive climate where a considerable range of new activities is to be introduced. *Preparing for Change: The Management of Curriculum-led Institutional Development* (Longman for FEU, 1986) analyses some the factors affecting the interrelationships between institutional, staff and curriculum development. Developing a receptive climate implies the need for a number of functions to be performed which will increase staff motivation. These include:

- involving staff in the management of staff development;
- building up confidence in staff development;
- individual counselling and guidance;
- early development of management and staff team-building and team-participation skills;
- development of a referral system based on a continuously updated audit of skills possessed by staff.

These functions will increase the range of participation by a network of staff in staff development matters.

113. The LEA should consider existing and projected provision, set against the objectives of the staff development plan. In order to ensure that the objectives of the plan are implemented, it will be necessary to give advance notice to all providers as to what provision will be required, and to request the submission of training and development proposals according to a prespecified **format** which should include the following:

- aims and objectives;
- learning strategies;
- outline of activities;
- anticipated outcomes;
- monitoring and evaluation arrangements;
- allocation of monies (replacement cover, travel and subsistence, facilities, capital expenditure, consumable expenditure, tutor fees, special expenditure).

114. This does not imply an exclusively 'top-down' approach to development but rather refers to the need for coherent, open procedures, from whatever source proposals may be initiated. Whilst some providers may find it difficult to deliver the kind of staff development which is required, most should welcome the opportunity to engage in constructive dialogue about the delivery of a set of agreed objectives.

FROM STRATEGIES TO APPROACHES

115. The previous chapter identified a range of strategic decisions which would have to be taken concerning the delivery of staff development. Once an LEA has made decisions to adopt certain strategies it will be necessary to look in more detail at implementation.

116. If, for example, an 'in-house' strategy has been decided for part of the service, it will be necessary to decide to what extent courses will be used within that strategy, and to what extent other approaches (e.g. quality circles, secondments, job exchanges) will be utilised.

117. Courses are currently by far the most common approach to staff development. It should be borne in mind that the specific grant arrangements enable expenditure on *any* activity which contributes to the professional development of staff. Courses will, however, enable some aspects of particular strategies to be effectively implemented. For example, a 'cascade' strategy could be partly implemented through courses for key staff, with further cascading arrangements achieved through informal team/group meetings.

Approaches to Staff Development

APPROACHES \ CHARACTERISTICS	FLEXIBLE	TEAM DELIVERY	INFORMAL	UPDATING	SHARES EXPERIENCE	EFFECTIVE USE OF SMALL PERIODS OF TIME	LINK INSTITUTIONS WITH ENVIRONMENT	PERSONAL DEVELOPMENT	IMPROVED UNDERSTANDING WITHIN/BETWEEN INSTITUTIONS	WIDENS CATCHMENT AREA	INDIVIDUALISED LEARNING	DEVELOPS LEARNER INDEPENDENCE	DIRECTLY LINKS CURRICULUM AND STAFF DEVELOPMENT	EXPERIENTIAL	CONTACT WITH GOOD PRACTICE	NON-THREATENING	ENCOURAGES TRANSFER	OPTIMAL USE OF RESOURCES	PARTICIPATORY	EXTERNAL STIMULUS
COURSE-BASED *A way of packaging learning, enables related areas of study to be brought together, and links between them made explicit.*																				
CONSULTANCY *An individual or organisation with special skills or knowledge is used to help with needs analysis, design, implementation or evaluation of training.*																				
QUALITY CIRCLES *Informal groups of staff reflect on their experience and generate ideas for solving problems. Circles can be course teams, subject teachers or other natural groupings.*																				
SECONDMENTS/PLACEMENTS/JOB EXCHANGES *Experience is gained in a different environment, eg industry, commerce, public sector, community, other sectors or institutions, the same institution.*																				
OPEN LEARNING *Learning programmes are provided on an individual basis independently of fixed institutional arrangements; materials and a support network are provided.*																				
TASK GROUPS *A central team of trainers is provided who can deliver training wherever required.*																				
SHADOWING/OBSERVATION *A programme of planned observation visits is arranged to other programmes institutions.*																				

FIGURE 12

118. Similarly, if a strategic decision has been taken to establish a central staff and curriculum development unit, it may be part of the unit's work to offer short courses in specific curriculum areas. However, the unit may also fulfil a valuable function as a source of consultancy and support for institutions, as well as an authority-wide materials and information centre.

119. The use of certain approaches will greatly depend on the strategic decisions made at the design stage, and on the objectives to be achieved. Decisions about strategies will seldom exclude using more than one approach, but they may have limiting implications. *Figure 12* shows a matrix which sets out a typical range of approaches. The list of approaches which forms the vertical axis is by no means exhaustive, and there remains scope for the development of an increasingly imaginative range of activities, geared to meet specific needs.

120. Some of the characteristics of the various approaches listed form the horizontal axis. It should be possible to analyse the extent to which each approach meets the objectives of the programme by ticking appropriate boxes.

121. LEAs will also wish to check staff development proposals against their own criteria for ensuring that quality of training is maintained. An appropriate agenda for action which LEAs may wish to take in enhancing quality will be based on the design principles in Chapter 4. LEAs should also:

- target publicity carefully;
- check relevance;
- secure links between staff development and practice;
- provide opportunities for flexible response to negotiation;
- ensure stateable outcomes;
- establish relationship to management systems;
- target opportunities specifically;
- co-ordinate contacts with industry and community;
- budget in advance for materials;
- fund within standard procedures;
- provide support for learners;
- check appropriateness of objectives;
- check experience/qualifications of trainers.

122. Whatever system is employed for the approval of proposals, it is the responsibility of the LEA to ensure that proposals fit into the overall staff development plan in a coherent way and that high professional standards are maintained across all staff development activities. Neither of these matters can be left to chance, and they imply a major role for the advisory and inspectorial services.

ASSESSMENT

123. Decisions will have been made at the policy and design stages concerning the overall approach to assessment and accreditation of learning (see Chapter 2). LEAs will also wish to check staff development proposals to ensure that appropriate assessment methods are employed, and that arrangements are made for the recording of achievement. Possible assessment procedures appropriate to particular objectives include:

- the use of diaries/log books;
- written assignments;
- case-studies and institution-based projects;
- everyday experience of a wide range of duties of which classroom or workshop practice is only one element (for example, the production of learning materials);
- observation of work with learners;
- mentorship (with a clear definition of the mentor's role in relation to the assessment);
- triangulation (obtaining several different perspectives on an event or activity);
- formal tests.

124. Whatever procedures are employed, it will be noted that the assessment of competence may require a radically different approach from that of the more traditional written assessments. Issues of validity and reliability are also raised.

SUPPORTING STAFF DEVELOPMENT

Preparation

125. In seeking to improve and maintain the quality and professionalism of staff development, LEAs may wish to produce guidelines for providers who are preparing participants for staff development opportunities. Different opportunities will require different kinds of preparation, some more formal and demanding than others. There are a few basics, however, which are likely to be common to many opportunities:

- a clear statement of outcomes;
- adequate advance publicity;
- effective dissemination of learning resources.

126. It is important that a clear statement is available of the objectives and potential outcomes of the staff development activity, so that the LEA, institutions and individuals can decide whether it meets their needs or not, and the possibilities for mismatches between expectations and provision are reduced. LEAs have a responsibility to maintain sufficient up-to-date information about staff to enable them to decide on the appropriateness of opportunities to individual participants. This may well mean providing rather more information on staff development opportunities than has been provided in the past.

127. Sufficient advance warning for institutions and individuals is also important, especially where the opportunity involves release from teaching duties and the consequent need to find replacement staff. Many learning opportunities are missed because of inadequate advance warning. Staff with outside responsibilities will often only be able to attend if they are given sufficient opportunity to rearrange their commitments. It is important to allow sufficient time to select the staff who are most likely to benefit from the activity and, equally, to make self-selection procedures clear and open to all who are pursuing their own development agenda.

128. Staff should also be made aware of resources available to support their work in specific areas. These may include reading matter of all kinds (all FEU documents are a staff development resource in this respect), commercial publications, learning materials, examining/validating bodies' documentation, national and local evaluation reports, newsletters and the like.

129. LEAs should review their dissemination procedures in order to ensure that material is usefully targeted, and that there is a local materials information base where additional copies can be consulted. College and school libraries, while providing one such important repository for resources, may need to consider providing outreach materials displays on a regular basis for staff development events, since experience suggests that staff will be most interested in such resources at the point where they impinge most obviously on their teaching duties.

130. Considerations such as these may lead LEAs to provide a simple checklist for the guidance of providers on the preparation for staff development. Its style, and the amount of detailed guidance provided, will depend on many factors, including the style in which the authority has decided to address staff development issues in general. Such a checklist will help to ensure, for example, that the principles contained in Chapter 4 apply to the programme.

Support during and after staff development

131. Institutional support during staff development may take a number of forms, including:

- replacement cover;
- timetable reorganisation to facilitate participation;
- common timetabled periods free of commitments;
- opportunities for practice in different settings;
- mentorship (allocation of an experienced/sympathetic colleague to give advice and share problems, with training and time allowance for mentors);
- action research (carrying out projects and assignments within the institution);
- financial help/provision of materials;
- provision of facilities.

Institutional development will take place alongside training, which will need to be responsive to this.

132. Support after training will include:

- opportunities to utilise training;
- further skills practice (for example in computing);
- post-course refresher/updating meetings;
- further 'cascading' of training.

There will also be a need for the continuation of some of the forms of support initiated during training – for example mentorship and support for institutional development.

133. All of these forms of support make varying demands on institutions in terms of advance planning, provision of flexible institutional arrangements and budgeting. The advantage of providing such support is simply that staff development will be much less effective without it, and staff development is best seen as a process which supports institutional and curriculum development.

134. It is a management decision as to how to make such support available, and therefore it is for the LEA to make its policy known. Clearly, the management of such support ought to be written into the responsibilities of staff development managers.

Training staff development personnel

135. Staff development personnel will need training related to the performance of their role. However, no two job specifications are likely to be identical, and job titles may vary from LEA Officer or Adviser to Professional Tutor, Staff Development Officer or College/LEA Co-ordinator. Job titles may not indicate the content of the job. The work may vary in the emphasis placed on management, counselling or delivery, and may be performed at a range of levels.

136. Despite these ambiguities, it will be apparent that a range of knowledge and skills which cannot be taken for granted will be required of those who manage and deliver staff development activities. LEA and institutional managers will require training specific to the management of staff development, which will focus on knowledge and understanding of the processes and functions of staff development. Without such training it will be difficult for managers to achieve credibility in the eyes of staff development practitioners and participants. Part C at the end of this guide includes an instrument to assist management teams to identify the skills required within their context.

137. Practitioners will require a different but overlapping set of skills. These include:

- identifying and analysing training needs;
- planning and organising staff development events/activities;
- delivering training using a range of methods;
- assessing and evaluating training;
- disseminating information/resources;
- training other trainers;
- working with industry and community;
- administration and management skills;
- counselling.

LEAs will readily identify such staff as key personnel whose training will be a top priority in the delivery of the staff development plan.

138. The complexity of the role of the staff developer, whether manager, practitioner, or both, implies that it is important to accord him/her sufficient status and access to resources to ensure that his/her work has a central place within existing structures and procedures. The role may include:

- attendance at management and team meetings;
- the development of networks, including arrangements for tapping into informal national, regional or local networks;
- the allocation of training and development resources;
- the production of an inventory of staff development skills;
- needs identification and analysis;
- planning staff development activities;
- delivering training and development;
- assessment, evaluation and review;
- dissemination;
- training staff development personnel;
- liaison with outside agencies;
- guidance and counselling.

139. Sufficient flexibility will need to be built into his or her role and activities so that he or she does not become a preserver of the status quo, but rather is seen as an agent for change whose work is at the leading edge of institutional and service growth and development.

STAFF REPLACEMENT

140. Planning the release of staff for training is a key element in the staff development planning exercise, and should take into account that:

- the planning and administration of staff release mechanisms is a management responsibility within institutions;
- policy with regard to staff release is a strategic issue which needs early consideration;
- common mechanisms will be beneficial throughout the LEA and within individual institutions.

141. As in industry, staff replacement has been seen as a problem area. Some of the reasons for this are:

- unwillingness of staff to leave classes;
- difficulty in finding replacement teachers of the right calibre;
- increase in the number of staff involved in staff development opportunities of varying modes;
- increased use of staff as trainers;
- reluctance to 'downgrade' opportunities by providing them always out of teaching hours.

Curricular approaches

142. Staff replacement has tended to be regarded as an administrative problem first and foremost. This assumption can lead to limited thinking, in which the question becomes simply one of how to ensure that all institutional timetable periods are covered.

143. Staff replacement is, however, very much bound up with the curricular approaches of institutions. Where these include:

- teams with a built-in staff development allowance;
- team teaching;
- other flexible teaching/learning strategies;
- individualised learning programmes;
- encouragement for learner autonomy;

there is likely to be an increased availability of staff for development, and it is likely to be easier to cover for their absence without making special arrangements.

144. Similarly, finding and keeping good replacement staff may be seen as part of curriculum policy. Good curriculum practice would suggest that the following approaches are likely to reduce the difficulties in obtaining good supply teachers:

- permanent enhancement of staffing complements through a central pool or additional institution-based staff;
- inclusion of staff development or curricular responsibilites in such job specifications;
- good pay, status and future training prospects;
- common planning practice by teaching staff such that replacement staff can readily fit into their schemes of work;
- more effective marketing.

Administrative approaches

145. Administrative considerations are also important. Ideas worth considering include:

- early identification of curriculum areas needing replacement cover;
- using specific grant money to provide additional part-time teachers;
- early identification of low/high demand periods for teachers;
- common timetabling across departments/ institutions for staff development periods;
- time-off-in-lieu arrangements where local agreements can be negotiated;
- early closing/late opening.

146. Administrative solutions to the finding of replacement staff include:

- regular review of institutional/authority databases;
- high profile advertising campaigns;
- use of retired teachers where local agreements allow.

147. It should no longer be the case that staff development is not provided because replacement cover cannot be made available. Staff development is increasingly being seen as an entitlement for all teachers.

FIGURE 13

Summary of Management Tasks

In the management of staff development LEAs should:

(i) determine mechanisms and responsibilities for monitoring and evaluation (para 150);

(ii) relate quality and effectiveness of provision to quantity and cost (para 152);

(iii) collect appropriate data (paras 154, 161-168);

(iv) ensure that there are specific stated outcomes (paras 158-160 and see also Chapter 1);

(v) define what is to be evaluated and how (paras 169-174);

(vi) select appropriate methods for disseminating the results of evaluation and review (paras 175, 176);

(vii) define the role of all participants in the evaluation of staff development (para 177);

(viii) provide staff development for those involved in the management of monitoring and evaluation at all levels (paras 178, 179);

(ix) integrate monitoring, evaluation and review processes across the service (para 180);

(x) select valid and reliable performance indicators for the evaluation of staff development outcomes (paras 181-185).

CHAPTER SIX

MONITORING AND EVALUATION

WHY MONITOR AND EVALUATE?

148. The implementation of staff development programmes, including the variety of approaches which are available to meet identified needs and the requirements to support staff during and after training, was discussed in the previous chapter. This chapter explores how staff development programmes, and the elements which make them up, may be monitored and evaluated in the context of the overall responsibilities of the LEA.

149. For the purpose of this guide the term **monitoring** is used to refer to those processes involved in the collection of data and information. These processes can be active and participative and may take a range of forms. **Evaluation** refers to the ordering, prioritising and presentation of data and the making of judgements about it. Both processes may be continuous, formative and/or summative.

150. This chapter is concerned with the principles and practices related to the management of the monitoring and evaluation of the overall programme. It is recognised that monitoring and evaluation of staff development already takes place. There has been, however, a tendency to place emphasis on the activities within a programme rather than the programme itself or the outcomes of the programme together with the contribution being made to a more effective and efficient delivery of the education service. It is suggested that LEA activity should be focused on devising systems and mechanisms at LEA level which will facilitate and support evaluation of the overall programme and the outcomes of training delivered under the programme. LEAs should, therefore, ensure that:

- adequate systems of monitoring and evaluation have been designed;
- such systems relate to curriculum organisation and institutional developments;
- mechanisms are set up to provide the data which will be required from individuals, managers and organisers of provision;
- staff at all levels are aware of the mechanisms and of the data required;
- all staff recognise their responsibilities for monitoring and evaluation.

151. DES Circular 6/86, which sets out the details of the Local Education Authority Training Grants Scheme for the financial year 1987-88, places a responsibility on the LEA to assess how the training has contributed to more 'effective and efficient delivery of the education services' and to assess how the training has contributed to the 'objectives and policies' in the authorities proposal.'

152. Monitoring and evaluation are therefore a condition of funding as they are, increasingly, with other aspects of educational provision. They are also recognised as an integral part of the management function. Effective monitoring and evaluation of staff development can:

- inform decision making
- improve cost efficiency
- help optimise resources
- justify action and decisions
- identify strengths and weaknesses
- clarify aims, objectives and priorities
- raise the quality of learning and training
- improve the effectiveness of teaching
- support curriculum development
- assist responsiveness
- encourage flexibility
- register the impact of programmes
- give feedback to participants and providers

A comprehensive view of provision will only be achieved if there is as much emphasis on quality, effectiveness and impact of staff development provision as there is on quantity, cost and resource utilisation.

153. Monitoring and evaluation of staff development is likely to be more effective if LEAs and their institutions consider all aspects of their staff development programme and provision, not only those covered by the direct grant arrangements. Where possible the processes associated with the monitoring and evaluation of staff development should be integrated and cross-referenced with processes concerned with the maintenance and evaluation of other aspects of the service including, for example, the WRNAFE development plan and programme.

154. The processes of monitoring and evaluation are central to issues of quality control of staff development programmes. LEAs and their institutions can only assess the efficiency and effectiveness of their programmes through a systematic approach to data and information collection on which sound judgements can be made for future improvements.

A Staff Development Evaluation Cycle

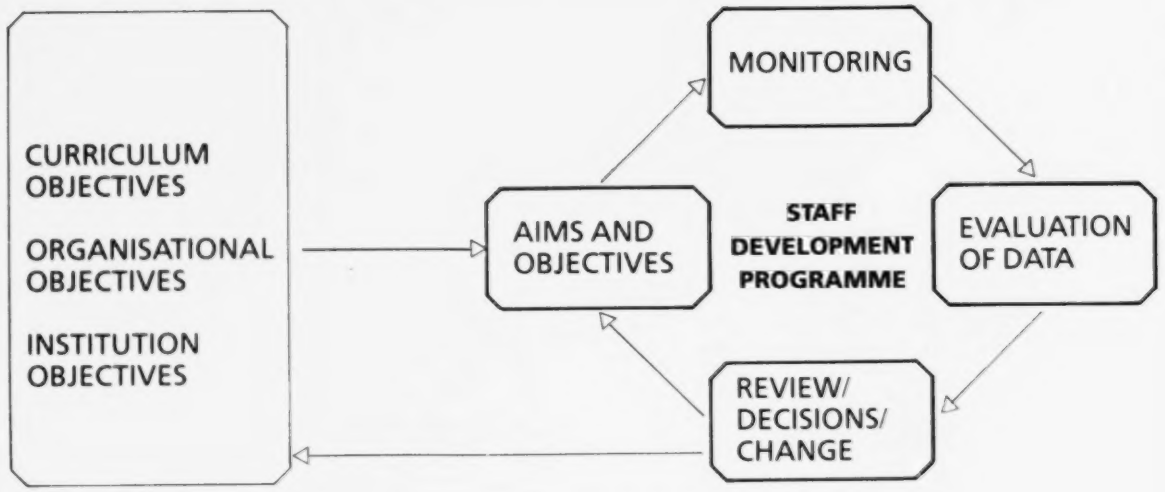


FIGURE 14

A STAFF DEVELOPMENT EVALUATION CYCLE

155. The monitoring and evaluation of staff development can be seen as part of a four stage cycle. Having set the **aims and objectives** of the staff development/INSET programme it becomes necessary to **monitor** activities and performance. The data gathered is used to **evaluate** the effectiveness and efficiency of the programme, leading to a **review** of the programme. The results of this review will inform, together with newly collected data from needs analysis exercises, a revision of the programme aims and objectives.

156. This cycle is a continuous process. In practice, however, objectives, data collection and presentation and reviews often have to be undertaken at fixed times during the annual staff development programme; at any rate a systematic approach which follows a planned timetable should be adopted.

157. In the model shown (*Figure 14*) information required at each stage relates to information gathered at the previous stage. It follows that decisions about what should be evaluated and reviewed are crucial and must be made before decisions about what is to be monitored are made and which indicators are to be selected.

Aims and objectives

158. The setting of aims and objectives of staff development is essential and should define desired learning/training outcomes within the parameters of cost and available resources. The aims and objectives should reflect the essential relationship between **curriculum policy, LEA organisation, institutional development** and staff development. The introduction to this guide contains a framework for planning staff development and shows how an exploration of the relationship between the elements involved leads to the determination of staff development objectives. Chapter 3 explores how staff development needs may be identified and analysed and how such information is essential in the determination of staff development aims and objectives.

159. A policy statement for staff development should not be confused with the requirement to set objectives. The former will often be a general statement of intent whilst the latter will be the translation of this into quantifiable and observable outcomes (see Chapter 1 paragraphs 14-17). The more specific these stated outcomes are the more precise may be the decisions concerning the effectiveness and efficiency of the programme.

160. Staff development aims and objectives should:

- be related to curriculum, institutional, organisational and individual development objectives;
- have specific identifiable outcomes;
- cover all aspects of staff needs in the education service;
- cover all aspects of the staff development programme;
- contain criteria against which achievement may be judged;
- be presented at all levels of the programme, e.g. LEA programme level, institutional/ departmental level, staff development provision level.

Monitoring

161. The monitoring of staff development programmes is essentially related to the collection of data and information. Accounts of eligible training under Circular 6/86 require five areas of information/data. The Secretary of State will require an account of eligible training undertaken and specifically:

(i) details of numbers trained;
(ii) forms of training;
(iii) duration of training undertaken;
(iv) accounts of eligible expenditure;
(v) implementation of improvements to the planning and management of training.

Relevant information related to (i) – (iv) may be obtained from institutions and approved staff development providers using specifically devised mechanisms which are briefly described below. Linking such data collection with management information systems may be useful.

162. Providing an account of the improvements made to the planning and management of training will require a description of the LEA's original planning and management techniques together with a description of those developed as a result of the new direct grant arrangements.

163. The requirement for assessment of the effects of the training is a matter of evaluation, but in order to make judgements concerning the effects, data/information has to be sought through monitoring exercises to inform the evaluation process. Information and data required will include:

- learning/training outcomes planned for each component of the programme;
- learning/training outcomes achieved by each component of the programme;
- methods of training adopted;
- content;
- structure and organisation of training;
- training needs identified at all levels.

Information concerning these will be required from: providers of approved staff development; participants in staff development; institution managers; professional tutors and/or staff development personnel.

164. Collection of data will be most effective if it is undertaken using a common format, especially as staff development opportunities are provided through a variety of different approaches. Information should be gathered before the staff development activity takes place specifying aims, intended outcomes, time, duration, anticipated costs and proposed follow-up activities. The precise methods used to monitor any activity once it has started may vary, providing information collected can be recorded in the standard format required by the LEA. LEAs may wish to provide guidance in the form of checklists to those responsible for the monitoring of activities.

165. The collection of data associated with the programme should be both a continuous and a terminal process and may be gathered with varying degrees of formality. The clear definition of what is to be recorded and for what purpose data is required is important; the only justification for data collection exercises is that the data can be used and processed effectively. Too much data collection can alienate staff at all levels. The ownership of the data will need to be clarified at an early stage in order to decrease threat and enhance trust and honesty.

166. Selection of a cross-section of material, recording a set percentage of elements of the programme, and taking samples can reduce the amount of data that needs to be collected. A list of what may be monitored and how is given below.

WHAT

- numbers (e.g. of trainers/institutions/teachers)
- duration (of programme/courses/provision)
- methods and approaches adopted
- costs (unit/total/related to alternatives)
- support (prior/during/after training)
- content (of programme/elements)
- training objectives (of programme/elements)
- trainers'/staff developers' function
- application of training (outcomes)
- management of programmes
- impact/effect of training on provision

HOW

- computerised information systems
- questionnaire (random/sample/total)
- discussion (guided/free/individual/group)
- appraisal
- triangulation
- reports
- accounts (financial/statistical)
- case-study
- informal
- formal

167. For the senior manager, data collected during monitoring will possibly include evaluative reports, evaluation questionnaire results and evaluative comments made at various stages of the programme by participants and more junior managers and staff. All data must be scrutinised to ensure that it is valid, reliable and relevant. Data which relates to efficiency and quantity may more easily meet this requirement than that relating to effectiveness and quality; care must be taken to ensure that there is not an excess of data in one area at the expense of another. Also, data should be collected in such a form that judgements may be made by comparing and matching cost and quality.

168. The key point in staff development is whether training effects actual staff performance. Data gathered some time after participation in the training programme is therefore as important, if not more important, than that gathered during or immediately at the end of participation in the programme. To be useful, such data should be related to data collected prior to an individual's participation – i.e. gathered during needs analysis exercises.

Evaluation

169. Evaluation involves the ordering and presentation of data so that judgements may be made. Three areas are particularly defined in Circular 6/86:

(i) the extent to which its objectives have been achieved;

(ii) the effectiveness of the training received;

(iii) the relevance of training to needs identified (through staff appraisal and discussion with institutions).

170. The extent to which objectives have been met will require the comparison of those initially set with those which it is recognised have been achieved.

171. The effectiveness of the training received will to a certain degree be shown by the extent to which objectives have been met. But judgements relating to methods adopted, subject/content suitability and structure and organisation of particular components will also be required. Information will be received primarily in this instance from the providers of staff development opportunities and teachers/lecturers directly experiencing the provision. However, in the end, judgements must be made in relation to the effect training has had on competences which directly improve the quality of the student learning experience.

172. The relevance of the training will require comparison of the agreed objectives of the programme with the needs identified by the LEA, the insitution and the individual.

173. The process of evaluation will depend on judgements made by all those involved in the staff development programme at various stages in the cycle. In some cases, the information received from the various individuals and groups may conflict and will require mediation by the overall managers of the monitoring and evalution process. The making of judgements using the data produced from monitoring exercises is essentially dependent on the quality of the data, the clarity of the objectives and the ease with which criteria can be developed against which degrees of achievement may be measured. Performance indicators will be required to assist in this process and care must be taken in their identification and selection. The nature of the indicators chosen will inform and affect the quantity and sampling undertaken during monitoring. Judgements may be made by relating various elements of the data to each other, the results being shown in a variety of forms including statistical, comparative and descriptive. The use of self-evaluation and peer evaluation can be useful; clearly the source of the evaluation may well affect its quality, objectivity and validity but the evaluations of junior managers, staff and participants will be a valuable resource. This will be particularly true if all staff undertake staff development/INSET in the purpose, techniques, skills and effects of monitoring and evaluation. The use of specialist, external agencies to assist in monitoring and evaluation might be considered, taking into account the benefits and drawbacks of such approaches. Some of these are discussed in *Curriculum-led Institutional Development: Resource Material*.*

174. Some suggestions about what may be evaluated are given below, together with some ideas about how this might be undertaken.

WHAT

- individual/selected components of the programme
- curriculum developments
- management effectiveness at all levels
- methodology and approaches to training
- needs analysis exercises
- monitoring procedures
- planning processes
- implementation procedures
- overall programme

HOW

- peer
- self
- criteria-related
- commentary
- statistical
- sampling
- comparative
- case-study

The style of the evaluation process should be congruent with the management style in the remainder of the programme. It is unlikely that a 'top down' imposed evaluative system will sit comfortably in a staff development programme which expects participative and active approaches to be taken by participants and providers.

* *Curriculum-led Institutional Development: Resource Material* Longman for FEU, 1987

Review

175. The review element of the cycle entails the consideration of decisions and changes which may be made to the programme. It will involve the consideration of adopting alternative approaches in all aspects of the programme. It is here that decisions concerning relative cost-effectiveness of the programme and other matters of efficiency and effectiveness may be considered. The results of review will form, when matched to the results of needs identification/analysis exercises and new curriculum, organisational or institutional objectives, the basis upon which the aims and objectives of the next staff development programme will be developed.

176. The wider the scope of the review process the more comprehensive and accurate are likely to be the results. The whole process is a management function and responsibility but is likely to be more effectively and efficiently implemented if as wide a range of people as possible have an input. Staff at all levels will be more likely to contribute to, and appreciate, both the staff development programme itself and the objective setting, monitoring, evaluation and review elements if they feel some sense of ownership.

177. The following people may be involved to a varying degree at all stages of the cycle:

- lecturers/teachers
- support staff
- training providers
- students
- LEA officers/advisers
- institution managers
- training/staff development co-ordinators/ organisers
- professional tutors
- trainers and consultants
- administrators
- members of external organisations/industry
- professional associations
- HMI
- MSC

Methods of providing feedback should be devised in order that those who contribute may have knowlege of the results of the review so that they can adjust their performance.

SOME ISSUES IN EVALUATING STAFF DEVELOPMENT

LEA perspective

178. Once an LEA has devised the appropriate systems for monitoring and evaluating staff development, it will be responsible for ensuring that mechanisms are created at different levels in order that the system operates. The moderation of each institution's monitoring and evaluation, to ensure common practices and criteria are applied throughout the overall system, will become a particular task for the LEA. Within institutions, responsibility for monitoring and evaluation will be found at all levels, with senior managers devising instruments and methods to ensure that data related to their requirements for institutional development is produced, as well as that required by the LEA. Where less formal, in-house staff development approaches are adopted, such as the use of course teams, the monitoring and evaluation of staff development can be integrated into the normal review processes of the team or department. For separate providers of staff development, instruments will be required to produce data relating to the quality and efficiency of their provision.

Staff development in monitoring and evaluation

179. Monitoring and evaluation of education provision is increasing. Evaluation and review is an integral part of the FEU's curriculum development model. Experience in education monitoring and evaluation is not widespread and for staff in many LEAs this represents a staff development need. General principles of monitoring and evaluation can be transfered to a range of contexts. Thus an LEA which designates monitoring and evaluation as a local staff development priority area will not only improve the skills of evaluating and reviewing the curriculum, but is likely to improve the awareness and co-operation of staff in the implementation of systems for the monitoring and evaluation of staff development programmes.

Integration

180. The adoption of the above approach will also help to ensure that the style and ethos of the monitoring and evaluation system for staff development will be congruent not only with other aspects of the staff development management processes but also with the style and ethos of the education service as a whole. This is an important principle; an imposed, directive, formal staff development evaluation system is unlikely to sit well in an institution which wishes to encourage staff and students to negotiate programmes, participate in decision making and adopt informal teaching/learning methods. A monitoring and evaluation system should not be intrusive. It should, where possible, be integrated into other management processes although specific committees and working parties may be set up to help manage it. If there is integration it is less likely that judgements will be isolated or skewed in any one direction as staff involved will be more aware of influences and developments taking place throughout the institutions/service.

A Matrix for Monitoring and Evaluating Staff Development

PERFORMANCE INDICATOR / AREA OF EVALUATION / STAFF DEVELOPMENT FOR:	INCREASED STUDENT ENROLMENT	ADDITIONAL DEMANDS FROM STAFF	ADDITIONAL COURSES/ PROVISION	MORE STAFF DEVELOPMENT REQUESTS	INCREASED INCOME
SPECIAL NEEDS					
IT IN THE CURRICULUM		✓		✓	
STUDENT-CENTRED LEARNING					
INTRODUCING OPEN LEARNING	✓	✓			

FIGURE 15

Performance indicators

181. The use of indicators in evaluation was mentioned briefly in the section on evaluation above. The selection of indicators can relate to the effectiveness and efficiency of:

- the staff development activity itself
- the effect of staff development on staff
- the impact of staff development on provision

182. Indicators which may be useful for evaluating the staff development activity itself include:

- staff take-up and attendance
- in-course programme assessments on staff progress/development
- staff attitudes to course programme (through log books/profiles)
- unit costs for each staff member trained
- degree of contact between providers/staff developers and education service/institution
- clarity of course/programme design elements

183. Indicators which may be useful for evaluating the effect of staff development on staff performance include:

- recognition of specified behaviour/performance during/after attendance at staff development course/programme
- increased/decreased involvement in particular area of concern
- preparedness/reluctance to undergo further staff development in the same area
- degree of post course/programme support required/sought by staff
- cost of releasing/replacing staff during training
- increased personal confidence

184. Indicators which may be useful for evaluating the impact of staff development on provision include:

- increased staff commitment/motivation/ participation
- increased/decreased student participation in area of concern
- changes in course/departmental/institutional policy/provision
- demands for new/alternative facilities/ equipment
- increase in new or range of clients/employers involved
- improved SSR or average class size
- increased fee income
- decreased overall expenditure in reducing areas

185. This list of potential indicators is given as a guide. Each LEA will have to select those most appropriate to its particular programme and for specified parts of the programme; caution should be taken to ensure that the effects noted through the use of indicators are indeed directly attributable to the impact of the staff development programme and not to some other development or trends.

Appraisal

186. There is evidence to suggest that some LEAs and FE institutions place a strong reliance on staff appraisal as a key element of monitoring and evaluating staff development. Certainly key data may be identified through structured staff interviews and such monitoring activities may well produce information related to the performance indicators determined. However, any search for a direct correlation between staff performance after staff development and the effectiveness of that staff development should take into account factors which may easily have a greater effect such as:

- wrongly identified staff development needs
- inadequate selection and preparation of staff
- increased institutional support after staff development
- greater access to equipment/resources
- external, domestic changes in staff member's life

Staff appraisal or structured interviews should identify factors which act as facilitators or barriers following staff development but such interviews may be much more appropriate for identifying staff development needs prior to undertaking staff development.

187. A matrix is presented (*Figure 15*) as an example of how monitoring and evaluation can be approached. The vertical axis represents the staff development areas identified by the LEA (local and national priorities) and the horizontal axis represents the indicators selected to use in the evaluation process. Each staff development area is then related to a number of indicators. In *Figure 15*, *IT in the Curriculum* is related to demands from staff for more resources/equipment and requests for more staff development following participation. In the case of *Introducing Open Learning* increases in enrolment and requests for additional resources related to open learning have been identified as indicators. Once indicators have been selected, each of the four elements of the evaluation cycle has to be introduced to analyse how the indicators may be applied:

- **Aims and objectives** – are they precise for the staff development concerned and how do they relate to the indicators chosen?
- **Monitoring** – what data must be collected in relation to the indicators chosen, how should it be collected and who should be involved?
- **Evaluation** – how do the indicators relate to performance, what judgements can be made about the staff development programme using these indicators?
- **Review** – are the right indicators being used? Are the aims and objectives related to curriculum; LEAs; organisational, institutional and staff needs? Is the monitoring and evaluation producing the information required by the DES and the LEA?

PART
C

DEVELOPING MANAGEMENT FUNCTIONS

188. In support of this guide a practical instrument has been designed to assist LEAs and their institutions to apply some of its messages. This has been developed in two sections:

Section A Assists the development of management systems by encouraging the identification of responsibility for the management functions associated with the management of staff development.

Section B Assists the identification of tasks which it is suggested should be undertaken.

SECTION A: IDENTIFYING STAFF DEVELOPMENT RESPONSIBILITIES

189. The grid (*Figure 16*) consists of a horizontal axis which lists the five management functions outlined in Chapter 2 – *Planning, communicating, initiating, maintaining, reviewing*. The vertical axis comprises the five elements which form the staff development processes and which have been discussed in the guide:
Managing provision (including policy/aims, administration and resourcing) [Chapters 1 and 2];
Needs identification and analysis [Chapter 3];
Programme Design [Chapter 4];
Implementation [Chapter 5];
Monitoring and evaluation [Chapter 6].

190. The purpose of this grid is to identify those who are responsible for particular management functions. The grid is probably best completed by a senior management team as a group/team exercise. It may be completed by individual managers within LEAs or their institutions and may also be used by staff at all levels as a mechanism to clarify and communicate the processes involved in staff development.

191. For each box within the grid four questions should be asked:
(i) Who has overall responsibility for this?
(ii) Who undertakes it?
(iii) Who should undertake it?
(iv) Do I/we have a role?

192. After each box has been completed a full analysis of those involved in the management of staff development within a given context will be arrived at. The exercise will work at LEA level, senior institution management level, department or even section level. Clearly, when considering the question concerning responsibility, it is not necessarily helpful to name the person ultimately responsible – such as the chief education officer or the principal of an institution. Maximum effect will be achieved by recognising the person with delegated or day-to-day responsibility within the chosen context.

EXAMPLE 1

193. A senior college management team decides to complete the exercise. The principal, vice-principal and heads of department first complete each box individually, asking themselves the four key questions. Completed individual grids may then be compared in the team and used as a basis for discussion and amendment in order to arrive at agreement about allocation of responsibilities. For box C2, concerned with initiating needs identification and analysis, a head of department might write:
(i) vice-principal
(ii) professional tutor
(iii) course tutors
(iv) supporting through department meetings

For the same box C2, the vice-principal might write:
(i) principal
(ii) heads of department (all)
(iii) heads of department (all)
(iv) supporting and releasing professional tutor to assist

In this instance the conflicting answers will identify the lack of clarity and the resolution of the difference should enable a commonly understood system to be developed with clear responsibilities identified.

FUNCTIONS / ELEMENTS	PLANNING [A]	COMMUNI-CATING [B]	INITIATING [C]	MAINT-AINING [D]	REVIEWING [E]
[1] MANAGEMENT					
(i) POLICY					
Who has overall responsibility?					
Who undertakes this?					
Who should undertake it?					
Do I/we have a role?					
(ii) ADMINISTRATION					
Who has overall responsibility?					
Who undertakes this?					
Who should undertake it?					
Do I/we have a role?					
(iii) RESOURCES					
Who has overall responsibility?					
Who undertakes this?					
Who should undertake it?					
Do I/we have a role?					
[2] NEEDS IDENTIFICATION/ANALYSIS					
Who has overall responsibility?					
Who undertakes this?					
Who should undertake it?					
Do I/we have a role?					
[3] DESIGN					
Who has overall responsibility?					
Who undertakes this?					
Who should undertake it?					
Do I/we have a role?					
[4] IMPLEMENTATION					
Who has overall responsibility?					
Who undertakes this?					
Who should undertake it?					
Do I/we have a role?					
[5] MONITORING AND EVALUATION					
Who has overall responsibility?					
Who undertakes this?					
Who should undertake it?					
Do I/we have a role?					

FIGURE 16

Identifying Staff Development Responsibilities

SECTION B: A BASIS FOR IDENTIFYING MANAGEMENT TASKS

194. The purpose of this second exercise is to enable managers to determine the tasks which have to be undertaken in order to perform specific functions. The summary tables for this exercise appear as *Figures 17 (i)* to *17 (v)*. This exercise will be most beneficial if it takes place after completing the first exercise.

195. After the first exercise has been completed and the management responsibilities identified, the particular elements of responsibility are selected from the appropriate tables. The tables are completed in the following way:

(i) identify individual/group completing the table and complete the box;

(ii) tick the appropriate function boxes as a reminder of the particular functions for which responsibility has been identified;

(iii) tick the boxes to identify the tasks which need to be carried out;

(iv) for each task identified answer the following questions:

- How will this task be achieved?
- Who will assist in completing the task?

196. The checklists to be used in answering these questions for any element are those identified as the summary of management tasks at the beginning of each of the Chapters 2-6. These should be used as a prompt or stimulus to ensure that all tasks have been covered. You may need to add your own prompts for additional tasks which you have identified. Having completed the exercise all managers within a team may wish to compare tasks to be undertaken in order to:

(a) identify any overlap or duplication of tasks and ways of achieving them;

(b) identify those who may assist the processes.

EXAMPLE 2

197. After discussion it has been agreed that the vice-principal cited in Example 1 has accepted responsibility for initiating needs identification and analysis. This information is transferred to the needs identification table. The vice-principal considers the first of the second group of three questions 'What tasks need to be carried out?' and completes the box, using the checklists as a prompt, as well as referring to the checklists for other elements to ensure that all the basic tasks required have been recorded. Having completed this, the vice-principal then decides on the preferred methods of achieving the tasks and who is to assist in the process.

CONCLUSION

198. By completing both exercises any individual manager or group of managers should be able to identify management responsibilities and tasks to be carried out. When exercises are completed in any one context, such as at senior institution management level, it will become apparent that there is a requirement to relate both to the LEA and to individual departments. If the exercises are completed at LEA level, senior institution and department level, a useful framework for discussion of staff and organisation/institution development may be created. It is unlikely that either of the exercises will work satisfactorily if treated only in purely mechanistic fashion. The exercises should be used as a basis for discussion and continuing decision making in order that the staff development management processes and functions are continously reviewed and refined.

Figure 17(i)

MANAGEMENT TASKS

The Management Process

INDIVIDUAL/GROUP COMPLETING TABLE

FUNCTIONS		✓
[A]	Planning	
[B]	Communicating	
[C]	Initiating	
[D]	Maintaining	
[E]	Reviewing	

WHAT TASKS?	✓	How will this be achieved?	Who will assist?
(i) *Formulate a staff development policy in terms of definition, scope and entitlement, priorities, special measures and responsibilities*			
(ii) *Integrate the management of staff development with the management of the curriculum, of the authority and of its institutions*			
(iii) *Ensure there are specialist staff development personnel*			
(iv) *Develop mechanisms for the co-ordination of staff development planning across the authority*			
(v) *Identify and delegate staff development management responsibilities and tasks related to functions such as planning, communicating, initiating, maintaining and reviewing*			
(vi) *Set up administrative systems and mechanisms that support the efficient and effective implementation of staff development plans and programmes*			
(vii) *Consider possible collaborative arrangements particularly where they would facilitate cost-effective, high quality staff development provision*			
(viii) *Systematically analyse the extent to which staff development priorities match the available resources*			

Figure 17(ii)

MANAGEMENT TASKS

Identification and Analysis of Need

INDIVIDUAL/GROUP COMPLETING TABLE

FUNCTIONS		✓
[A]	Planning	
[B]	Communicating	
[C]	Initiating	
[D]	Maintaining	
[E]	Reviewing	

WHAT TASKS?	✓	How will this be achieved?	Who will assist?
(i) Distinguish and relate the processes of needs categorisation, identification and analysis			
(ii) Determine the basis for categorising needs derived from policy aims			
(iii) Consider a range of techniques for needs identification			
(iv) Decide on the role of staff appraisal/review in the identification and analysis of needs			
(v) Establish procedures for the analysis of needs			
(vi) Balance individual and institutional needs			
(vii) Determine the role of senior managers, staff development officers/professional tutors in the identification and analysis of needs and provide necessary guidance and support			

Figure 17(iii)

MANAGEMENT TASKS

Programme Design

INDIVIDUAL/GROUP COMPLETING TABLE

FUNCTIONS		✓
[A]	Planning	
[B]	Communicating	
[C]	Initiating	
[D]	Maintaining	
[E]	Reviewing	

WHAT TASKS?	✓	How will this be achieved?	Who will assist?
(i) *Derive the objectives of the plan from the analysis of needs*			
(ii) *Ensure that the plan states intended learning outcomes*			
(iii) *Ensure that the objectives of the plan are consistent with the overall policy aims of the LEA and its institutions*			
(iv) *Ensure that the programme provides:* ☐ *staff development within the context of a personnel policy* ☐ *curriculum-led staff development* ☐ *access and equal opportunity* ☐ *guidance and support before, during and after training* ☐ *progression within and between component parts of the programme and continuity on a year to year basis* ☐ *assessment and accreditation of relevant staff experience as well as ongoing staff development* ☐ *negotiation between participants and providers* ☐ *opportunities for co-ordination across the service* ☐ *opportunities for collaboration at local, regional and national levels*			
(v) *Decide on the range of strategies to be adopted in the implementation of the programme*			

Figure 17(iv)

MANAGEMENT TASKS

Implementation

INDIVIDUAL/GROUP COMPLETING TABLE

FUNCTIONS		✓
[A]	Planning	
[B]	Communicating	
[C]	Initiating	
[D]	Maintaining	
[E]	Reviewing	

WHAT TASKS?	✓	How will this be achieved?	Who will assist?
(i) *Communicate the staff development policy and plan to all institutions and staff*			
(ii) *Match staff development provision against the plan ensuring that all provision, however funded, is derived from the plan*			
(iii) *Consult all concerned in the provision of staff development opportunities*			
(iv) *Supply operational guidelines to providers*			
(v) *Establish criteria against which training proposals can be checked to ensure quality*			
(vi) *Consider a range of approaches to staff development and match their characteristics to identified needs*			
(vii) *Establish records of staff training and experience against which staff development may be documented*			
(viii) *Provide for staff support before, during and after training*			
(ix) *Provide training for staff development personnel*			
(x) *Plan and provide for staff replacement*			

Figure 17(v)

MANAGEMENT TASKS

Monitoring and Evaluation

INDIVIDUAL/GROUP COMPLETING TABLE

FUNCTIONS		✓
[A]	Planning	
[B]	Communicating	
[C]	Initiating	
[D]	Maintaining	
[E]	Reviewing	

WHAT TASKS?	✓	How will this be achieved?	Who will assist?
(i) *Determine mechanisms and responsibilities for monitoring and evaluation*			
(ii) *Relate quality and effectiveness of provision to quantity and cost*			
(iii) *Collect appropriate data*			
(iv) *Ensure that there are specific stated outcomes*			
(v) *Define what is to be evaluated and how*			
(vi) *Select appropriate methods for disseminating the results of evaluation and review*			
(vii) *Define the role of all participants in the evaluation of staff development*			
(viii) *Provide staff development for those involved in the management of monitoring and evaluation at all levels*			
(ix) *Integrate monitoring, evaluation and review processes across the service*			
(x) *Select valid and reliable performance indicators for the evaluation of staff development outcomes*			

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OBJECTIVES

The objectives for which **The Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:

a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;

b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;

c) to carry out studies in further education and to support investigations of and experimentation in, and the development of further education curricula and to contribute to and assist in the evaluation of initiatives in further education;

d) to disseminate and publish information and to assist in the dissemination and publication of information about recommendations for and experiments and developments in further education.